

The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

Teachers must cultivate a great heart. Great hearts beget great hearts. Heroes generate heroes. — Rev. Richard H. Tierney, S. J.



TEN SISTERS OF CHARITY SAILED FOR ITALY AS AMERICAN RED CROSS NURSES.

This group forms the first American nuns to enlist as nurses since the war began. The sisters, who are from Base Hospital 102, Birmingham, Ala., are part of a unit to be known as the Loyola unit, which is financed by Mrs. John Dibert of New Orleans. Headed by Sister Chrysostom, this unit contains, besides the nuns, a dietitian, laboratory assistant, secretary and ninety Red Cross nurses. Preparatory to sailing, they were outfitted in New York City.

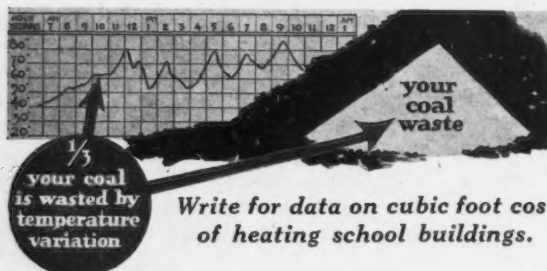
When the unit arrives in Italy it will be divided into groups of ten, each group to be in charge of one of the sisters as a chief nurse. The sisters will pursue the mission for which the order was founded, that of comforting and caring for the sick and the wounded.

War nursing is not new to Sister Chrysostom, who is head of the unit, as she was a Red Cross nurse during the Spanish War. What was a new experience for these harbingers of good was having their pictures taken. They consented only because they felt that it was a patriotic sacrifice and that they might serve as an example for others to follow.

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THE CATHOLIC SCHOOL JOURNAL CO., --: Publishers --: Milwaukee, Wis.

In this Issue: "The Outside-of-School Environment" by Brother Leo, F. S. C.



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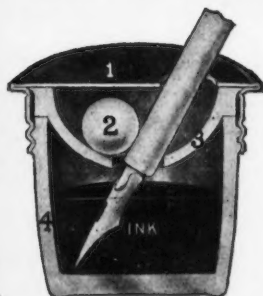
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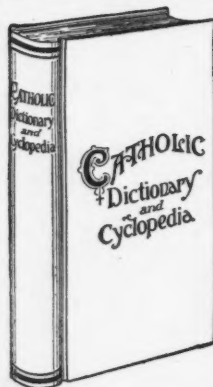
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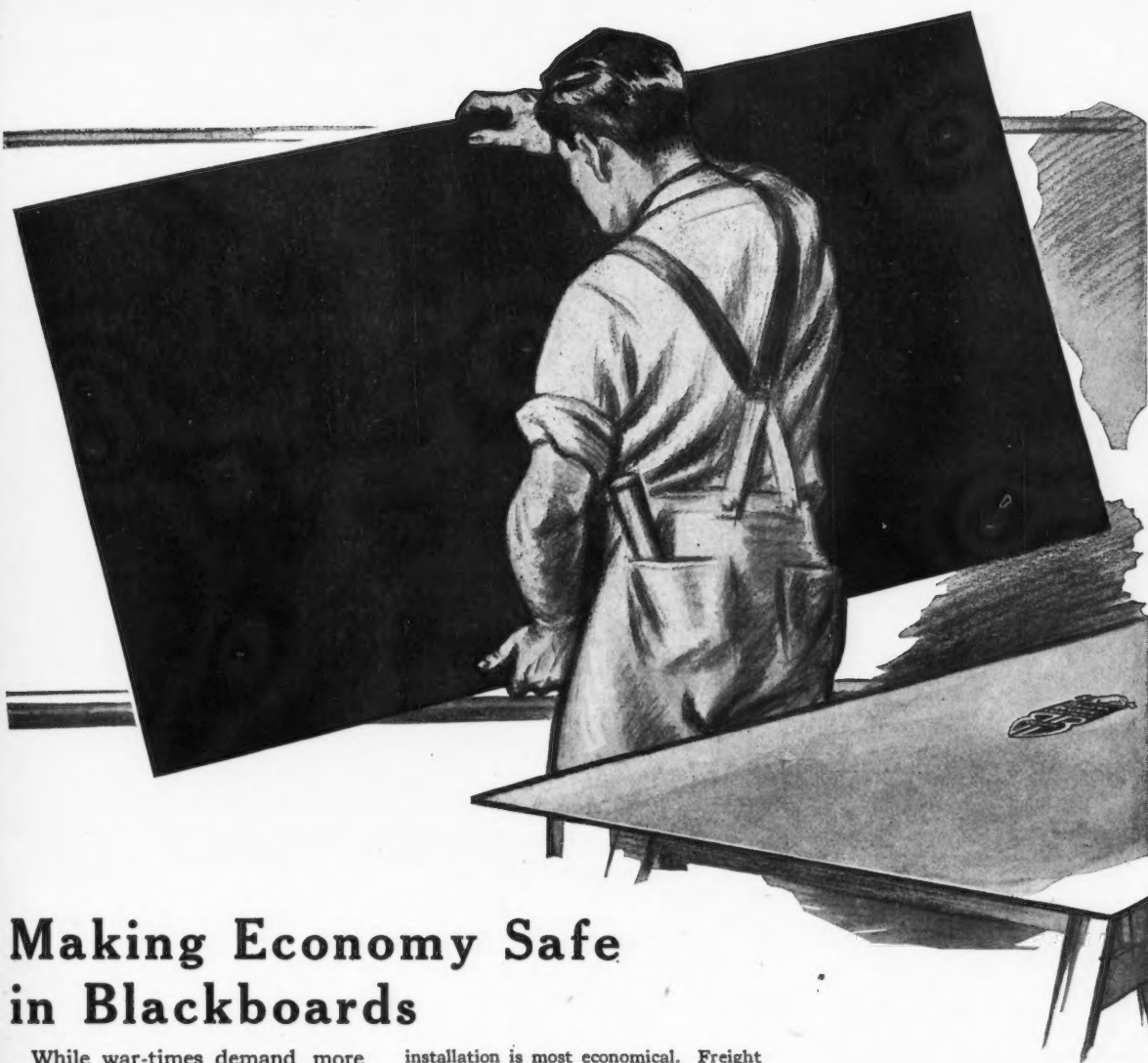
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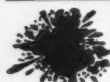
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Catholic School Journal

A MONTHLY MAGAZINE

OF EDUCATIONAL TOPICS AND

SCHOOL METHODS

WITH WHICH IS COMBINED THE CATHOLIC EDUCATIONAL REVIEW AND THE TEACHER AND ORGANIST

VOL: EIGHTEEN; Number Four

MILWAUKEE, WIS., SEPTEMBER, 1918

Price, \$1.50 Per Year

EDUCATION—THE LAND OF THE FREE.

One of the most noteworthy of the resolutions adopted by the Catholic Educational Association at the San Francisco convention last July was a protest against Prussianism in education. "We record our opposition," so the resolution runs, "to the theory and principle of Prussianian absolutism, which through an educational system dominated and directed by an official bureaucracy, seeks to mould the minds and bodies of the people to the autocratic purposes of the state. Such a system is founded on a pagan conception of the state, to which the Christian ideal must ever be opposed."

The Christian ideal stands for freedom, for personal liberty, for self-determination. Prussianian absolutism stands for the submergence of the individual. And let it be said most emphatically right here that, in so far as tyranny in matters educational is concerned, not all Prussianism cometh out of Prussia.

The resolution adopted by the association had special reference to the danger, always existing and sometimes active, of making the schools of a state or a nation simply a machine for the turning out of manikins who will serve slavishly and obey blindly. We are rightly told that such a thing is out of harmony with the Christian ideal.

But the resolution, excellent as it is, might have had the consistency and the courage to go a little farther. It might have visited the force of its censure on any other "official bureaucracy" which seeks to mould minds and bodies in the interests of autocratic power. It might have made a stronger plea for academic freedom.

Not all manikins are made in Germany; we have known more than one to hail from her liberty-loving enemy. Any system, Prussian or non-Prussian, that tends to the subversion, the suppression, the degradation of the individual—no matter whence it has come nor how worthy in its inception—is a national and an educational menace.

The resolution condemns the theory of Prussianism; but why not the practice, too? Did the framers of the resolution delude themselves to the extent of supposing that in practice Prussianism does not exist in our schools and in the lives of our teachers?

It makes very little difference what you call a thing, and this thing which both in theory and in practice is a vital and immediate menace to Catholic education need not be called Prussianism at all; a philosophical friend of mine calls it extreme centralization, and as names go that is not so bad.

It is an evil thing to have schools and teachers controlled and ruled over by an official bureaucracy claiming to speak for the state or claiming to speak for God. It is an evil thing, for it is verily "founded on a pagan conception . . . to which the Christian ideal must be ever opposed."

What, when all is said and done, is the greatest, the vital, the controlling factor in education? Is it the building or the textbook or the laboratory; the locality, the inspector or the parish priest? None of these. It is the teacher.

Yes, the teacher—the man or the woman who is actually teaching here and now. And if the teacher is to do God's work in any full and fruitful way, if he is going to mould character and shape ideals and instil right habits of Christian living—if he is to do these and a dozen other God-given things that as a teacher he is expected to do—he must be free. He must not be "dominated and directed by an official bureaucracy." He must not be made to walk in dead men's shoes.

Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

Prussianism, tyranny, extreme centralization—call the thing what you will—has always claimed divine prerogatives. In the olden days the tyrants had divine homage paid to them, had it publicly announced and often servilely accepted that they were gods. It is very significant that the German emperor assumed a partnership with the Almighty. And it is in a sense inevitable that tyranny in education should claim to speak with authority—the authority of the state or the authority of God.

I suppose it is a good enough sort of thing to pass resolutions condemning Prussianism; but passing resolutions will never kill it. But one thing will do that, and that is education—real education. Official bureaucracies always work in the dark; they love not the light for their ways are evil. They do not favor frank and free and fair discussion; they prefer to hand down rulings from an infallible court of last appeal.

Now education is the one thing that will show the victims of extreme centralization that the official bureaucracy is not the court of last appeal. It will bring light, and open discussion of difficulties, and the spirit of friendly cooperation.

From time to time we hear of forces arrayed against Holy Mother Church in this country and throughout the world. And we wonder how strong they may be and to what extent they may interfere with her work. Let us cease to wonder and instead do two things our Lord has told us to do—watch and pray.

As religious we ought to know how to pray; and as educators we ought to know how to watch. Watching implies several interesting things. It first of all supposes the existence of eyes, and after that of open eyes. It assumes that in the matter of vision, in interpreting what we see, we know how to fuse and discriminate. It takes for granted that we are clear and precise in our seeing, that we do better than the man who saw men as trees walking. It predicates that we remember what we see—that we profit from our experience—and be not like the man who, beholding his countenance in a glass, forgets his face directly.

To watch and pray, to pray and watch—to pray always and watch everybody—thus shall we prepare ourselves for conflict, if conflict be written in the stars; and thus shall we constitute ourselves champions of true Christian freedom in affairs educational.

FOR CHARACTER STUDY. Czar Nicholas II of Russia has been described by one who knew him well as a little man in a big job. "His weakness of will," writes Dr. E. J. Dillon in "The Eclipse of Russia" (Doran, New York), contrasted painfully with his craving for strength and his endeavors to feign its attainment. . . . He was uncommonly obstinate in little things. He thought with the ideas of others."

Here we have a portrait of the weak man in authority—Pontius Pilate with his "What I have written I have written" is another fine example of a weak man who reveals his weakness by his uncommon obstinacy where trifles are concerned. Shakespeare's "Henry VI" is another such weakling who feigned the strength that was not his and who thought other men's thoughts. These, and many more which we might pick up in literature, in history and in life, are examples that our pupils ought to know, for a contemplation of them will accomplish much in the matter of character training.

WHERE LIES THE CHARM?

"He'd nothing but his violin,
I'd nothing but my song."

Here we have two lines of wonderful poetry; the remaining verses of Mary Kyle Dallas's "Brave Love" are—verses. As a whole the poem is ordinary, neither remarkably good nor atrociously bad, but just like hundreds and hundreds of others. But when we read and re-read those opening lines, we realize their towering supremacy over the rest of the poem.

As a profitable diversion for our readers—including the mathematicians—let me suggest their seeking to locate the reasons for this palpable superiority of the opening couplet. Why are those two verses poetry, and great poetry?

There is, naturally, room for difference of opinion; but it seems to me that the secret of the poet here lies in a happy blending of abandon and reserve—abandon in matter and reserve in manner. For two young people to get married on the fortune designated in the lines is certainly—and in two if not three senses—an exercise of abandonment. But the thing is said by the poet as quietly, as nonchalantly as if it were an everyday doing. And, of course, an added charm is that the lines sing themselves.

CONSISTENCY! The phenomenon of the uneducated educator,—of the teacher of composition who doesn't know how to write, of the drawing teacher who can't draw, of the boor who lectures on politeness—is unfortunately so common as to excite no comment. Sometimes, however, we get a new angle of vision. One such is furnished us by Mr. H. G. Wells in "The Education of Joan and Peter." A guardian of a boy and a girl is looking about England for suitable schools and meets some of the commonplace anomalies of modern education with the enthusiasm of a new Christopher Columbus. For instance: From the very outset he found himself entangled in that long-standing controversy upon the educational value of Latin and Greek. His circumstances and his disposition alike disposed him to be sceptical about the supreme value of these shibboleths of the British academic world. Their share in the time-table was enormous. Excellent gentlemen who failed to impress him as either strong-minded or exact, sought to convince him of the pricelessness of Latin in strengthening and disciplining the mind; Hinks of Carchester, the distinguished Greek scholar, slipped into his hand at parting a pamphlet asserting that only Greek studies would make a man write English beautifully and persicely. Unhappily for his argument Hinks had written his pamphlet neither beautifully nor persicely. Lippick, irregularly bald and with neglected teeth, a man needlessly displeasing to the eye, descended upon the Greek spirit, and its blend of wisdom and sensuous beauty. He quoted Euripides at Oswald and breathed an antique air in his face—although he knew that Oswald knew practically no Greek."

FOR THE FUTURE. With renewed hope, with undiminished vigor, with increased clearness of vision let us take up the work of the year. Bitter days, crucial days, testing days are ahead of us; but through those days the pure gold of Christian character will pass as through a crucible, undimmed and unscathed.

The future, not the present, is the test of our schools; the boy who passes an inspector's examination today may not be able to pass life's examination tomorrow.

Let us bother less about the mere formal aspects of teaching—registers and cubs root and English grammar and regents' examinations—and concern ourselves more about the things that directly tend to the formation of character. Let us teach our children, for instance, to measure themselves, to compare themselves with the men and women, little and great, who flock through the pages of history; let us show them that books are not things to parse and classify, but to love and live. Let us, above all, bring them to see that God's work is done, not merely on Sunday or in church or at prayer time, but all the time and every day.

Thus shall we prepare for the future—whatever the future may bring. Thus shall we fashion, accordingly to Christ, the hearts and minds of the citizens of tomorrow.

DOES THIS MEAN US? Wrote the late Professor James: "I know a person who will poke the fire, set chairs straight, pick dust-specks from the floor, arrange his table, snatch up the newspaper, take down any book which catches his eye, trim his nails, waste the morning *anyhow*, in short, and all without premeditation,—simply because the one thing he ought to attend to is the preparation of a noon-day lesson in formal logic which he detests—any-thing but that!"

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The Outside-of-School Environment.

By Brother Leo, F. S. C., L. H. D.

Professor of English in St. Mary's College, Oakland, Cal.



BROTHER LEO, F. S. C.

How do you account for the generally admitted inability of high school pupils to speak, write and read good English?

This question, recently proposed to some two hundred teachers—some of them high school instructors, others grade and primary teachers—was answered with almost startling unanimity. In explanation of the inefficiency of most of our English teaching many reasons were offered, but in every instance one predominant fact was regarded as the chief cause of our children's less than fifty per cent efficiency in writing, reading and appreciation.

In non-essentials the answers varied. Thus the high school teachers almost as one passed the difficulty on to the grade teachers, and the grade teachers either flung the onus back to the high school teachers or else transmitted it still further on to the primary teachers. Again, some put the blame on the excessive teaching of formal grammar, while others stoutly maintained that if there were more formal grammar there would be less abuse of the mother tongue. Some answers dwelt more or less vaguely on the inability or disinclination of young people to think, and therefore to speak and write; others on the not less pronounced disinclination of chemistry, mathematics and history teachers to interest themselves in oral and written expression. Various phases of method, naturally, came in for their share of responsibility. Long themes, short themes, frequent themes, infrequent themes, the presence or absence of meticulous correction of themes, lack of drill, too much drill, imitation and spontaneity—all these were weighed and found wanting. But every answer recognized that, after all such matters were secondary.

Here are a few specimen statements from answers concerned with the predominant cause of the children's use of poor English:

"The language used and the books and papers read in the homes of our pupils are often very poor from the literary point of view. The prevalence of slang and the character of the language heard by the pupil outside of the home, school and church circles tend to corrupt his use of English. Sometimes he feels that to speak correctly and elegantly savors of affectation."

"I think home environment is one of the main causes leading to the unsatisfactory use of English. In many homes the pupil can hear but poor English or careless English or no English at all."

"The conversation of the pupils during the hours of recreation, both at home and at school, is far from conforming to acceptable standards. There is often the idea among children that if, in the course of their ordinary conversation, they speak correctly and beautifully, they will be considered affected."

"Home environment; student environment, excessive use of slang; the rush and frivolity of modern existence which does not conduce to accurate observation or careful reading,—all these things conspire to minimize our pupils' power over the English language."

"I think low standards in the shop, the street, the theater, the 'comic' section of the newspaper and in many homes powerfully influence the usage of the pupils and counteract the efforts of the teacher. Their real living is so different from the life they lead in the schoolroom that what they learn in school becomes, so to speak, a mere outer garment to be discarded at three o'clock and left hanging in the classroom until nine the following morning."

"Unfavorable home influences are seriously to blame. Under that influence—positive or negative as the case may

be—even clever pupils with the reading habit get their ideas of English from the conventional jargon of trashy fiction."

These answers—and they might be stretched out unto the crack of doom—possess, it will be observed, a singular unanimity. Our teaching, they say in substance, does not get satisfactory results, because of the adverse influence of the pupils' home environment.

At first sight, all this looks like a trick not totally unfamiliar to those of us who know teachers and school officials. It looks like passing the blame to some person or some condition beyond our immediate control. But is the home beyond our control? Is it impossible for us to affect the home environment, to renew the home atmosphere?

Most teachers—if I may judge by the papers before me, think that the actual and potential influence of the teacher on the home is negligible; many of them refuse to entertain the notion at all. And so it is not surprising that the tone of many of the answers is a bit pessimistic. "I am going to keep on striving to make my pupils use good English," one teacher writes, "even though I know most of my efforts are destined to be utterly wasted." That attitude may be in a sense heroic, but it is not going to produce salutary results. If I am doing something that I am convinced is fruitless, then in all probability it will prove to be fruitless; if I am quite sure that the sinister home environment is stronger than the sweetness and light of the school environment, why then, almost assuredly, the adverse home environment will prove stronger.

Let us suppose for a moment that a holy, capable and energetic man, like St. Paul the Apostle, for example, were in our place and facing this problem. What would he do about it? Is it likely that he would admit the supremacy of the home environment—or, more accurately, the outside-of-school environment? Is it likely that he would wearily keep on striving at a task he recognized as fruitless?

There are some souls—some of them pious, after a fashion, but most of them spiritually dyspeptic—who get a lugubrious satisfaction, a melancholy delight from the conviction that they are martyrs to duty and that since God has picked them out to be failures they must correspond with that inspiring vocation. But real men, and real saints, are not of their number. St. Paul certainly is not of their number. And I think that one of the best things we teachers of English can do in order to bring our work nearer to what it ought to be is to make a meditation frequently on "What St. Paul would do in my place," and then go forth and do likewise.

Just what is "my place"? Just what is the problem that needs my immediate attention in the matter of English teaching? Let me assume—and it is a fairly large assumption—that my teaching of English is not seriously faulty, that, if properly supported by the outside-of-school environment, it would result in the clear, correct, graceful, vigorous and urbane use of English on the part of my pupils. But—and here is the crux of the difficulty—the outside-of-school environment is not friendly; sometimes it is downright hostile. What am I to do?

Clearly, I think, we must do two things: We must (1) confer prestige in the eyes of our pupils on the efficient use of English and on worth-while books; and (2) we must convert the outside-of-school environment into an ally instead of an enemy.

And first as to what we mean by prestige. Little Ralph knows that you as a teacher frown down upon the adjective "swell" as used in the sense of "excellent", "refreshing", "accomplished". But the grocery boy says "a swell feed", and the car conductor says "a swell ride", and the young lady next door says "a swell day". Now the brutal fact is this: If little Ralph continues to say "a swell chance" and "a swell hat", it is because he has less regard for you as an authority on usage than he has for the grocery boy, the car conductor and the young lady next door.

Mind you, he doesn't for a moment assume that they are better than you are, or more learned than you are;

he merely implies that they are more satisfactory models than you are. That he reaches this conclusion by most devious and illogical paths—as, for example, that the grocery boy is a model in the use of the king's English because he has overcome in single combat the butcher boy and the baker boy and half a dozen other boys—does not in the least affect the tenacity with which he clings to it. In the eyes of little Ralph the butcher boy has a prestige which you have not; and that is all.

And so, in order to discount the outside-of-school environment as embodied in the butcher boy, you must proceed, deftly but decisively, to show little Ralph the error of his ways. This you can do, not so much by direct argument as by indirect suggestion. You may agree with him that any young gentleman who can do all that the butcher boy does is certainly out of the ordinary; and then you add—or better, get him to add—that in view of the said butcher boy's extraordinary character and achievements, it is rather surprising that he receives so small a weekly wage. A bright, aggressive boy like the butcher boy should be in a position of trust and prominence and remuneration—a position where people don't fight with their fists but with their brains, where they are careful of their fingernails and use good English. Why, if that butcher boy could only open his mouth without assailing the long defunct shade of old Gould Brown,—who knows?—he might be a bishop or the President of the United States!

Good English is a fashion in language; bad English is a fashion in language; and fashion is determined by the laws of prestige. The modern trousers—esthetically considered the ugliest garment that ever issued from a frenzied brain—every man wears because it is the fashion, because the indescribably hideous garment—sartorially speaking, neither flesh nor fish nor good red herring—implies the favor of prestige. And, similarly, from the viewpoint of little Ralph, that hideous adjective "swell" is the proper thing because it is the fashion with those whom he worships, because it has prestige. Take away its prestige, and lo, it passes forever.

But we must do more than capture the prestige of the outside-of-school environment; we can, directly or indirectly, affect that environment. It is all very well to complain about the English spoken in the home; but what do we really know about the home? Are we in a position to shed the light of our learning and our culture on parents and big brothers as well as upon the children? What are we doing to improve the cultural tone of the home? Let us not say that is not our business; it is our business. Too narrow a conception of our educational work is like the professional ideals of the policeman who, appealed to by an old lady who told him a burglar was in her house, promptly answered, "Can't help it, ma'am; I'm a traffic cop." Once we get to know the home environment and to sympathize with it, we can most certainly improve and affect it. In the home we can encourage the use of good magazines and good books, the frequentation of lectures and decent plays, a sense of responsibility in the use of English.

As regards other phases of the outside-of-school environment, we need to be public spirited citizens. Once and for all, you and I are not monks and nuns in the midst of the desert intent only on the salvation of our precious personal souls; we are followers of Christ, and it is fitting that at times we follow Him into the streets as well as into the temple. If the moving pictures your pupils are seeing are trashy things, why not have a friendly interview with the manager? If some of your pupils are drawing trashy books from the public library, why not have an understanding with the librarian?

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THE CATHOLIC EDUCATIONAL ASSOCIATION.

The Catholic Educational Association held the 1918 session at San Francisco, July 22-25, under favorable auspices. Although at an extreme western point, the large gathering of distinguished Catholic educators was fairly representative of all parts of the country. The interest manifested by the clergy of San Francisco and vicinity was much appreciated.

The program was carried out practically as published in the previous issue of The Journal. While the subjects of the addresses and discussions concerned educational matters of vital interest to Catholic institutions, as well as the Catholic student, the principles of liberty and democracy formed the keynote of many of the papers presented at this war-time convention.

Preliminary meetings of various committees were held on the first day, as well as that of the executive board, which reviewed the work of the association for the past year, received reports and mapped out a tentative program. In the evening a grand reception was held for the visiting delegates.

A pontifical high mass at St. Mary's Cathedral marked the formal opening of the convention proper on the morning of the second day. Most Rev. E. J. Hanna, D. D., Archbishop of San Francisco presiding in Cappa Magna, as the personal representative of Pope Benedict. In his address at the close of the mass, Archbishop Hanna said:

"What then, is your message to the American Nation in these awful days of ruin and bloodshed? What word of strengthening, of hope and of consolation do you send forth from the city of St. Francis? Watchmen, what of the night, and the answer rings clear.—With banners unfurled you call us to battle, to battle for God, to battle for Christ, to battle for truth, to battle for justice, to battle that our fellows may be truly free, to battle for the highest national ideals that have ever been set before a people, to battle for the inheritance of light and of power, which has been transmitted to us adown the centuries, to battle that our children may live in peace and may grow unto the fullness of the age which is in Christ. More efficacious than the crash of cannon and the clang of arms will be the Christian teacher at whose feet we can learn the answer to the questions that vex our age and the cause of the desolation which has come upon us, more efficacious than camp or drill will be the Christian School wherein the children of our great Republic will learn that there is a God in heaven to whose behests they must bow and before whose judgment-seat they must stand—wherein they will be taught the place of Christ in the economy of Divine Providence, and that He lives and teaches in the Church against which the "Gates of Hell" cannot prevail." The Christian School wherein they will know the great moral sanctions of the law, which is written upon our hearts and which God has revealed in clearer way unto the children of men—wherein they will con the counsel of Christ, and from His lips take their rule of life—wherein they may find that man is God's image and of more worth than all earth's possessions, wherein they will learn the love of their kind, and that mercy must ever season justice—wherein they will be taught to make sacrifice of personal interests for the higher things of the Spirit—wherein they will be made to recognize the higher code taught by Christ, in accordance with which men are ruled by moral force not by armed power—wherein they will search out the mystery of man's weakness and learn God's way of strength—wherein they will know the power of humble prayer, and the

moral strength that flows from the heavenly Sacraments, wherein they will be trained unto self-conquest and be made verily great by becoming verily humble, where, in a word, mind and heart in the School of Christ will be made to reflect Him. Who in the end "must reign," yes, until He "puts His enemies under His footstool." Thus will you fulfill your great task, and through education and its mighty force place our Republic on a foundation so strong and so deep that it may rise majestic through the years to come, to be unto all men of every clime a refuge from danger and a home of peace, that it may be unto all men the opportunity to develop what is best and noblest in them, while they journey here below, that it may be verily the City of God here, that ever leads to the City of God, which is everlasting."

Following the mass the convention was called to order in the auditorium of the Young Men's Institute for the opening session. The Very Reverend James A. Burns, C. S. C., LL. D., president of Holy Cross College; Washington, D. C., presided in the absence of the president general of the association, the Right Reverend Thomas J. Shahan, who was unable to attend the convention on account of illness. Father Burns presided at all meetings of the convention. Dr. Burns opening address in part follows:

"Catholic education is everywhere one in its fundamental principles. It is everywhere one in the ends it has in view. It is one in the essential means it is everywhere employing to attain those ends. Why should not this perfect unity extend also to its organization? Why, for instance, should not school be linked to high school, high school and academy be linked to college, and college be linked to university, in such a way that there may be no wastage, no leakage, so far as these are avoidable; in such a way that the weaker institutions may be helped by the stronger, the backward by the more progressive, so far as this is possible.

"Our work is for God. It is likewise for country. We believe, we know that Catholic education is essential for our country's welfare.

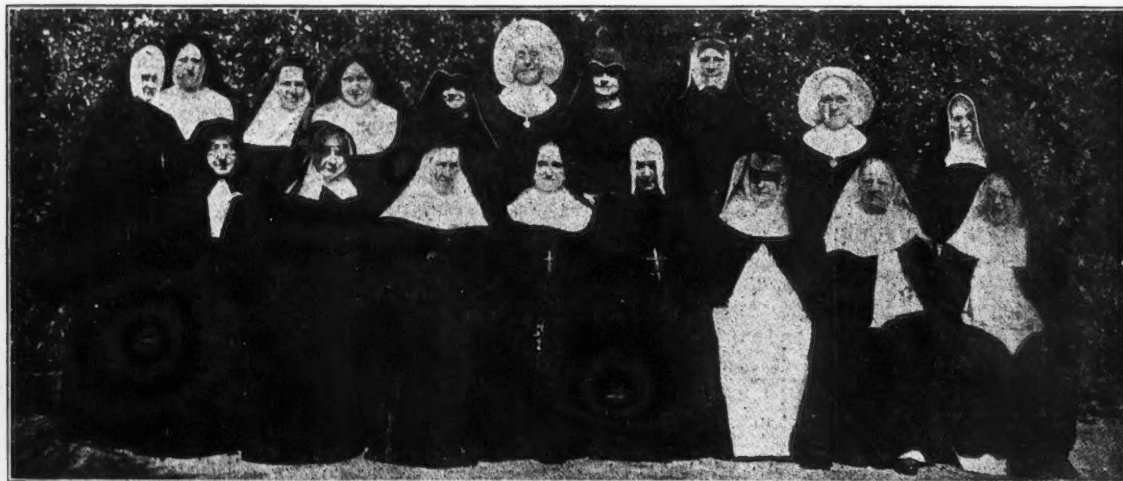
"We can render no higher service to our country than to continue to do to the very best of our ability, the work that we are called upon by our avocation to do.

"It is in this spirit, if I mistake not, that we take up today the educational tasks that have brought us together for another annual meeting."

Besides the general convention sessions, there were held at stated periods and halls, departmental meetings, a deaf mute conference and meetings of provincials and representatives of religious communities of women. This latter conference was an important event, the address was delivered by Rt. Rev. Bishop Joseph Schrembs, D. D., Toledo, O., and the subject of the theme, "Catholic Education and After-War Problems."

The plan of the association provides for a large number of sections, wherein may be centered the special work of teachers of various departments of learning, special processes, including the teaching of the deaf, the mute and the blind and such similar requirements as the experience of the association has shown to be required. These section or department sessions constitute the real work of the convention.

The splendid and timely papers prepared for this convention by prominent educators are worthy of note in these columns, but the limitations of space permit of only brief mention of a few. In later issues, we hope to publish excerpts of some of the others.



A representative group of Nuns from different provinces who attended the 1918 session of the C. E. A. at San Francisco

In the Parish School Department Session.

John A. Dillon, LL.D., Superintendent of Parish Schools of the Diocese of Newark, on "Junior High School Plan," said:

"The efforts now being made in various states to reorganize curricula of training and instruction for children from twelve to fourteen and fifteen years of age, constitute undoubtedly the most significant and important of contemporary movements in education.

"Quoting Dr. Howard at the New Orleans Convention, he stated, 'The historical study of our American secular educational system shows that it is neither the development of a plan nor the evolution of an organism according to some principle of growth. Our Catholic educational work has been influenced by the conditions in the secular system. In some places there is scarcely any difference in the system of grading and in the curriculum in vogue in the Parish School. The reasons that moved secular educators to demand a reform and a reconstruction of the educational system are valid for us. The time has come when we must effect a better adjustment of our work.—The contention is that the first six years of school should be devoted to purely elementary work with insistence on thoroughness and intensity, and that this instruction should become secondary in character, whether the child passes over to high school or college control, or, as will happen with the vast majority, it remains for at least two years longer in the Parish School.' Catholic educators are of the opinion that unless all signs fail, the curriculum is bound to be shortened. The facts brought out at the convention forecast a certain reorganization of secular education within the next few years on the basis of a shortened curriculum and increased opportunity for real vocational training. Already this vocational training has begun—wisely or not time alone will decide."

Rev. P. J. McCormick, Ph.D., Catholic University of Washington, D. C., on "Methods of Teaching Religion," said:

"The prospect of the new and official Catechism is encouraging, but it does not offer any present solution of our many difficulties. Even when it does appear, greater blessing as it will be, when we shall have a trustworthy text from the doctrinal viewpoints, and at the same time one pedagogically sound, all of our problems will not have been solved. The new Catechism itself will have to be taught. It will not work automatically.

"The success of the method depends for the most part upon the efficiency of the teachers. Here it should be remarked that in our program for improvement in teaching religion, the first consideration should be the status of the teacher. Our Catholic teachers must be trained to teach religion. They should have a special method for teaching this subject, and should be well-grounded in the principles on which this special method rests."

One of the most notable of the parish school department discussions was that by Rev. M. D. Connolly, pastor of St. Paul's Church, following the paper on the fostering of the missionary spirit in our schools by Rev. Bruno Hagspiel of St. Mary's Mission House, Techny, Ill., (an excerpt of which will be published in October).

Father Connolly said:

"There never was a time, perhaps, in the history of the church, when the world stood in greater need of the Catholic missionary than today. And in the order of God's providence it would seem that it is to America that the church must look for those who are to take up the work that the now exhausted European Catholics have carried on so nobly and so successfully in the past.

"In response to the call of humanity, America has come forth from the isolation that had made her a land apart. She has taken her place in the forefront of the nations, proclaiming the brotherhood of man and the God given right of all peoples to life, liberty and the pursuit of happiness.

"Not the least among these is that of missionary endeavor; thus our country may now extend to other lands the blessings of which she herself has been the beneficiary. If then, as Catholics of America, we would be prepared for the apostolic work, for which Providence seems to have destined us we should give a sympathetic and practical response to this most timely plea of Father Hagspiel for the planting and development of the missionary spirit in our schools."

Department of College and Secondary Schools.

Rev. M. A. Schumacher, C. S. C., chairman of the department of colleges and secondary schools, said of its work:

"The requirements for a standard college were drawn up at successive meetings beginning in 1911, and finally accepted and adopted at the St. Paul convention in 1915. At the Buffalo convention, in 1917, a committee of five on standardization was appointed to standardize all Catholic colleges and universities in the United States which voluntarily apply for such standardization and which meet the minimum requirements and standards adopted by the department of colleges and secondary schools of the Catholic Educational Association.

"This committee has been at work during the past year with the result that forty colleges and universities in all parts of the country have been listed as standard up to the present convention."

A notable contribution was the paper read by the Rev. Edward F. Garesche, S. J., editor of the Queen's Work of St. Louis, before the department of colleges and secondary schools on the "Training of College Students

Resolutions of the Catholic Educational Convention.

1. We desire to record our high appreciation of the loyal and generous support given by our Catholic people to the Parish School system. The remarkable growth of our schools in numbers and in efficiency, the result of that support, is deeply gratifying to all interested in the work of religious education. In these days when men's souls are tried in the furnace of war, the glorious response that our Catholic young men have made to the call of patriotism, the sacrifices they are prepared to undergo and the intelligent co-operation they are giving to the cause of our country, are the gratifying results of the lessons of Religion and Patriotism they have learned in our schools. We, therefore, bespeak an even greater support of our Parish School system by our Catholic people in the days to come.

2. We rejoice in the increased activity of our teaching communities in the work of teacher training as exemplified in the improved conditions of normal schools, better facilities for extension courses and private study.

3. We are especially gratified by the prominence given to the subjects of religion in the normal school curriculum and by the praiseworthy efforts to promote its efficient teaching.

4. Recognizing the danger of promiscuous reading of current educational publications and the need of a real antidote to the pernicious errors so often disseminated by them, we strongly urge the patronage and support of our text-books, treatises and periodicals dealing with education from the Catholic viewpoint.

5. While we regard with pleasure the growth in numbers of vocations to the teaching communities, we also recognize the increasing demands of more recruits in the Lord's vineyard where the harvest is so great, the laborers are so few. We therefore, urge pastors and parents to continue to foster and to increase the number of these vocations.

6. The inculcation of the missionary spirit in our schools is an important part of Catholic training and an obligation of far-reaching application, and we hereby recommend to all teachers in our parish schools to foster interest in that great work.

7. We are deeply gratified by the admirable co-operation of our Catholic elementary schools with the National Government in all the movements recently inaugurated in behalf of national service notably the Red Cross, Food and Fuel Conservation, War Savings Stamps and Thrift Programs.

8. To strengthen our national life, to perpetuate our liberties under the Constitution, to guard against insidious attacks upon republican institutions, we advocate a vigorous and holy spirit of American patriotism in our schools, a deep and intelligent love of our institutions, reverence for our flag, and respect for our laws. The lessons of patriotism based on religion should be made part of our daily school work so that our educational system should maintain a strong national character and be a powerful aid to the true development of our national life and national ideals.

9. We deem it advisable to warn parents and teachers against the growing evil of frivolous amusements for children which are a hindrance to the upbuilding of strong and stable character and to serious school work. We recommend that a thorough and nation-wide study be made during the year of the influence of the moving picture theater upon the minds and morals of our school children and that this question be made a matter of special discussion at our next convention.

10. The Catholic Educational Association of the United States gives its whole-hearted support to the Chief Executive of our country, President Wilson, in this supreme moment of trial. It pledges unwavering fidelity and devotion to him in the prosecution of the war for the complete attainment of the high aims and moral ideals set forth by him.

11. In a spirit of humility and gratitude we give thanks to God for the splendid patriotism displayed in this crisis by the graduates of Catholic colleges, who have rallied to the colors in surprisingly large numbers, in a spirit of entire devotion.

12. The inculcation of obedience to God and to all lawful authority constitutes an essential aim of Catholic education. As America needs the loyal support and obedience of her citizens today as never before we can render no more important service to our country at this time than to continue the work of our schools and colleges and to labor to make the work as fruitful as possible.

13. It is the sense of our meeting that an expression of sincere gratitude is due to Mr. Herbert Hoover and the National Food Administration for the promptness and intelligence with which the magnitude and importance of the food problem in the war has been grasped, and for the thoroughness and efficiency with which it has been regulated. Teachers in our schools can do much to assist in this essential work by impressing its importance on the minds of children and by showing that it is a grave obligation of citizenship in the present crisis to promote in every way the production and conservation of food. Teachers pledge themselves to comply faithfully with the regulation of the U. S. Food Administration, and will assist in every way possible in promoting this very necessary work.

14. We record our opposition to the theory and principle of Prussian absolutism, which through an educational system dominated and directed by an official bureaucracy, seeks to mould the minds and bodies of the people to the autocratic purposes of the state. Such a system is founded on a pagan conception of the state, to which the Christian ideal must ever be opposed.

Efficiency.

15. We are opposed to the ideals of industrial efficiency as dominating influences in education. The modern efficiency expert in industrial life has too often driven the laborer to the limit of endurance. Moreover the demand for efficiency in production has had an unwholesome influence on modern education. The economic producer regards the child merely as a future economic unit in the industrial system. Education based upon this principle prevents the proper unfolding of the capacity and the individuality of the child. It leads to the eliminating of initiative and enterprise, and stunts the power and capacity for thought.

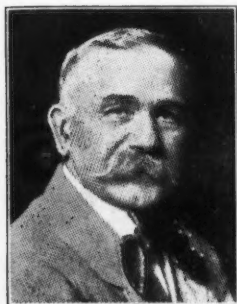
16. We urge closer co-operation between Catholic parish schools and high schools, high schools and colleges, and colleges, universities and seminaries. Without prejudice to its own interests, there is no institution of whatsoever class, that will not find in this spirit of union and co-operation a source of added strength and power.

(Continued on Page 179)

AN ANTHOLOGY OF CATHOLIC POETRY.

By THOMAS O'HAGAN,

M. A. Ph. D. Litt D. (Laval), L. L. D. (Notre Dame).



DR. THOMAS O'HAGAN

It is no easy task to edit an anthology of poetry. More than that it may be said to be a trying task. It demands great literary judgment, impartiality and taste. And even when all these are present there remains the fact that it is almost impossible to possess such an adequate knowledge of the poets and poetry of any age or time as not to omit representing some worthy name.

Joyce Kilmer, in his recently published *Anthology of Catholic Poets*, bearing the title of "Dreams and Images," has succeeded in giving us a volume that comprises much of the best work done by Catholic poets during the past fifty years. And in most of instances his choice of representative poems is good. The reason for this is obvious. Being a poet himself Mr. Kilmer has the breadth and sympathy requisite for the difficult task of making the selections. That the compiler has omitted some names that should have been included goes without saying. It could not well be otherwise. Indeed, the author of "Dreams and Images" has forestalled my criticism in this direction in his "Introduction" where he says "I am very sorry that the limitations of space have made me exclude many poems dear to me, many poems that are part of the world's literary heritage. There should be many Catholic anthologies."

Yet it is hard to understand how Mr. Kilmer could have omitted some Catholic poets that find no place in the circle of his otherwise valuable anthology. It will be enough to cite the names of two Catholic poets, one American and the other Irish. Charles J. O'Malley and Denis Florence MacCarthy. It is quite true that death removed poor O'Malley before he had given to the public in book form some of his best work. But early in his life his poetic genius had found a nesting place within the pages of such high class literary periodicals as *The Century* and *Harpers* and every one who knew his poetical work recognized O'Malley as a genuine poet. Assuredly, too, Denis Florence MacCarthy, that sweet Irish lyricist and author of "Waiting for the May," should have been represented in "Dreams and Images". I find least fault with the compiler's selections. In this he shows good judgment and taste, but in representing the poetic work of John Boyle O'Reilly and Thomas D'Arcy McGee, by a single poem the author, I fear, has not a good idea of the actual value of a poet's work when weighed and rated by the approval and verdict of posterity.

The truth is that Mr. Kilmer has made the mistake so often committed by editors of anthologies—he has forgotten to value truly the poetic gold that has long since passed into coinage and become current, and has generously—perhaps too generously—rated and represented some new but strange poetic coin of the literary realm.

Yet "Dreams and Images," as a compilation of Catholic poetry, has absolute value. As I have already said, Mr. Kilmer has shown good taste in the character of his selections if not in the valuation of the poets represented.

There are not a few Catholic poets represented in "Dreams and Images" whom we know best through their fine prose work. Indeed, there are some who we should be disposed to say are not poets at all, for prose was the lisping language of their literary childhood and you may be at all times quite certain that the true poet, as Pope says, always begins to lisp in numbers for poetic awakening does not await the afternoon of manhood but has its very stirrings with the unsealing of the eyes of youth.

It is very well at the age of thirty-five, or forty, or fifty, to say, having already achieved a name as a prose writer, "So, too, I will now write poetry!" The Muses do not in this way play hide and seek with genius. They rock its very cradle and breathe, so to speak, into its very nostrils—fill its soul with vision and early consecrate it to the service of poetic worship.

Mr. Kilmer has wisely arranged his Catholic poets alphabetically and so his volume opens with eight poems from that well known English Catholic writer Hilaire Belloc, the best of which, we think, bears the title "Our Lord and

Our Lady." Ernest Dowson is given a representation of three poems, and Eleanor Rogers Cox has four poems included, one of which, bearing the title "At Benediction", we quote here:

"Joy, Beauty, are supremest, worship blending
In one long breath of perfect ecstasy,
Song from our hearts to God's own Heart ascending
The mortal merged in immortality.
There veiled beneath the sacramental whiteness,
The wonder that all wonders doth transcend,
The Word that kindled chaos into brightness,
Our Lord, our God, our origin, our end,
Light, light, a ray of light unshored, supernal,
Is all about our finite being spread,
Deep soundless waves of harmonies eternal
Their balm celestial on our spirit shed.
O Source of Life! O Fount of Waters living!
O Love to whom all powers of mind and soul,
We give and find again within the giving
Of Thee renewed, made consecrate and whole."

Aubrey De Vere, the reverent, the close friend of Wordsworth, who of all critics, in my opinion, understood Wordsworth best, is represented by four poems, one of which is his fine sonnet on Cardinal Manning. Eleanor C. Donnelly, who passed away recently, has two poems in the Anthology not at all a fair or just representation of the many volumes of true poetry written by this gifted Catholic woman. There are four poems to the credit of Louise Imogen Guincy and included in these are her two strikingly individual poems, "The Wild Ride" and "In Leinster." The latter is worth reproducing here for it is true poetry and has in it a touch of Miss Lett's "Songs from Leinster":

"I try to knead and spin, but my life is low, the while.
Oh, I long to be alone and walk abroad a mile;
Yet if I walk alone, and think of naught at all,
Why from me that's young should the wild tears fall

The shower-stricken earth, the earth-colored streams,
They breathe on me awake, and moan to me in dreams;
And yonder ivy fondling the broke castle-wall,
It pulls upon my heart till the wild tears fall.

The cabin-door looks down, a furze-lighted hill,
And far as Leighlin Cross the fields are green and still;
But once I hear the blackbird in Leighlin hedges call,
The foolishness is on me and the wild tears fall!"

Mr. Kilmer, in his anthology presents to the reader eight poems from the work of Lionel Johnson and four from the work of Coventry Pathmore, both true poets, and the same number is credited to Alice Meynell, and one to her husband, Wilfred Meynell, whose names will be inseparably connected for all time with that of Francis Thompson, whom they rescued from an untimely grave. Catholic readers, indeed every lover of true poetry, will rejoice that among the five poems in this volume, representing the work of that ill-starred genius the poet of Preston, "master of the lordly line, the daring image and the lyric lilt", the author of "Dreams and Images" has included the greatest ode in the English language, "The Hound of Heaven." We are sorry, however, that Thompson's "Ode to the Setting Sun" is not likewise included, for it is truly as marvelous a bit of lyric painting as ever Shelley did. Chesterton was right when he said "that all critics now class Thompson with Shelley and Keats."

Katherine Tynan (Hinkson), a Pre-Raphaelite in her work, whose prose is frequently poetic, but whose poetry is never prose, is represented by five poems, and among these is her beautiful lines "Sheep and Lambs" beginning with

All in the April evening
April airs were abroad;
The sheep with their little lambs
Passed me by on the road.

Father Abram J. Ryan, the poet-priest of the South and its "Lost Cause" is given fitting recognition in the anthology. Mr. Kilmer has shown fine judgment in his selections from the author of the "Song of the Mystic", representing in the four selections the real spirit and genius of this gifted poet-priest.

Father Dollard "Slic-na-Mon" of Toronto, Ont., whose poetic work has attracted such wide attention during the past few years, is also given due recognition in "Dreams and Images", though with the exception of the "Song of the Little Villages" the poems selected, in our opinion, do not represent the author at his best.

Maurice Francis Egan, primarily essayist and critic, rather than poet, is well represented. Mr. Kilmer could not, in our opinion, have made better selections than the four credited to this Catholic man of letters, to whom we owe so much for his always wise and sane criticism, as well as his noble Catholic ideals.

"Tom" Daly, the Italian dialect poet of Philadelphia, has

(Continued on Page 184.)

The Catholic School Journal

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DISCONTINUANCES—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

CHANGES OF ADDRESS—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

CONTRIBUTIONS—As a medium of exchange for educational help and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

THE CATHOLIC SCHOOL JOURNAL,

Member of The Catholic Press Association.
445 Milwaukee St. MILWAUKEE, WIS.

SEPTEMBER, 1918

Cardinal Sebastian Martinelli, Prefect of the Sacred Congregation of Rites and Apostolic delegate to the United States from 1896 to 1902, died at Rome on July 5.

In the early years of the Journal's career, Cardinal Martinelli paid this compliment to the publication: "I wish you success in your good enterprise."

Among the Hierarchy, as well as with the reverend clergy and teaching orders, The Journal has merited many hundreds of esteemed testimonials, which the publishers value very highly. The originals are nicely arranged in a bound volume and constitute a cherished possession.

The various Sisterhoods in the Philippine Islands in charge of academies and colleges, have a large attendance and the course of instruction is said to equal anything in the United States for the higher education of women.

A New York society of musicians has the avowed purpose of teaching every American to learn the words of The Star Spangled Banner and other patriotic songs so they will not have to sing la, la, la when they follow the tune in public.

The columns of The Journal are open to all interested in Catholic education and the publishers welcome any communication from its readers deemed of practical value to teachers.

The Journal's war service flag contains one star, with the possibility of the addition of two more.

Two practical ways of helping The Journal are by subscribing for a copy and mentioning the magazine when writing to advertisers. Urging others to take The Journal is productive of good results.

Educational Side of Our Catholic Institutions.

The history of each of our Catholic Institutions is known and cherished by the present superiors and their aides in the great work which has been in progress through the year. Some day it may be possible to gather up interesting historical accounts of these great Catholic institutions in a volume or volumes, in which we may preserve the names and deeds of those fearless and tireless Catholic men and women, whether clerics, religious or of laity, who have made our Catholic institutions what they are. The Superintendent of Schools states that at least the "educational side of our institutions needs more publicity." Most of our Religious have reason to know more than the general public how keenly unfavorable publicity given our Catholic institutions has been felt at different times. None will deny our willingness to show forth and to maintain the highest possible standards in the educational work of our institutions.

Mere good-will does not suffice. The end must be achieved, regardless of persons, traditions of customs peculiar to any institution which professes to do school work, to educate the child. A statement like this savors of complaint. Nothing is further from my mind than to utter one word of complaint or faultfinding with those whose consecrated lives are being literally worn out day after day in the arduous work of the classroom. Over and above all this, the special duties of community life and the numerous tasks incident to institutional work are not known or forgotten.

Rather than find fault I would prefer to set forth with highest eulogy the truly wonderful results which have been achieved by the Sisters and Brothers in charge of our institutions, only when the final reckoning comes will the true nature and extent of this educational work receive its proper valuation by the Lord. Keeping this in mind will keep us, even urge us, to greater zeal in seeing, when, where, and how our work may be and should be improved.

It would be unjust to you to pretend that any of us imagine we have reached perfection! We are not ready for the seal of approval of the keenest inspection.—Very Rev. Msgr. O'Hara, Brooklyn, N. Y.

CLOISTER CHORDS.

Sister M. Fides Shepperson, M. A.
Harvest.

I.

Among the oldest records preserved upon Egyptian papyri is one commenting upon an unusually bountiful harvest and the joy of the harvesters. The garnered grain, the gathered sheaves are typical of worthy efforts crowned with success. The fears, the hopes, the weariness of the sowing of the seed seem to have been transmuted into the mellow wealth of the golden grain. The tears of the toiler have become ten thousand dewy diamonds gleaming on the corn. The labors of the seedtime have been distilled and re-distilled into an altar which diffuses over the harvest fields a sweet odor of peace and blessing.

II.

Older than the records on the papyri of Egypt are the hopes in each heart that gild its waiting harvest. Fair fields of golden grain await us all somehow, sometime, somewhere. Hope told us so back in the troubled seed time; hope tells us so today; and throughout all the to-morrows that shall successively become to-day, and even shining thro' the eternal years — hope tells us so. What is ineradicably fixed in our hearts, what is inextinguishably burning within us, what irrepressibly sings its song even amid cataracts of discordances—is not of this world. Hope came out from heaven and thither it must return, leading us home in the harvest time carrying the sheaves.

III.

Such thoughts as these are helpful to all, but to none more helpful than to those whose lives go out in the labors of the classroom. The results of what is done there are so far away, so hazily uncertain that at times they seem utterly lost or, at best, scattered untraceably over the unknown years. Perhaps the month of September—the beginning of the scholastic seed time—would be most profitably devoted to meditations upon the virtue of Christian hope. There is calm strength in the heart in which hope swells. Hope's magic fingers have power to turn on the current between our souls and God. And all is well then. Seed time is also harvest; and all the lost and scattered harvests of life's little day are seen as golden seed grains hastening on to harvests of the eternal years.

A Result of the War in the Religious Sphere.

"Men are still feeling the need of an atonement of sin. I sat for three weeks with men in training in a great American concentration camp, men who had been in France in the thick of it and they told me of two things the boys in the trenches want before they went 'over the top.' The one was to make a confession and the other was the Eucharist. Why are Protestant soldiers, thousands of them, along with the Catholics, crowding the Mass. It is because they feel that this Mass stands for an atonement of their sins. It furnishes them with the desired confessional that they cannot find in their own religion. I was brought up a Scotch Covenanter. My very soul crying out against this thing and yet I find that it is the one exigent way of getting rid of that awful thought of dying with sin. The soldier must have it. He wants to purge away the guilt of his soul. He must tell his sins to some one else. Yes, it is coming fast into evidence that it is essential that we must have a good open confession. It has been our habit for the last century to deny sin. Since this war, however, there has been a wholesale demand of the need of the atonement of Jesus Christ. We have got to come back. Let us entreat and help our boys in khaki so that they may die with Jesus on their lips.—Prof. Shaw, teacher of Theology in Taylor University, Indiana.

President Wilson says
"Teach
Citizenship"

Patriotic
Work for
Boys and
Girls in School
and Home



A Book of
Practical
Patriotism

What Boys
and Girls
Can Do to
Help Win the
War and Just
How to Do It!

"WHAT TO DO FOR UNCLE SAM"

BY CAROLYN SHERWIN BAILEY

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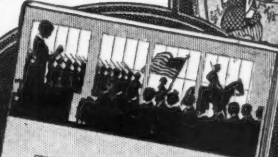
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LITTLE STORIES FOR ORAL AND WRITTEN LANGUAGE EXERCISES

Carrie R. Starkey, Milwaukee, Wis.

[Stories should be read or told by the teacher to pupils, who in turn should retell the story orally. Those advanced enough may both retell and write the story. More advanced pupils may read the stories instead of the teacher reading them.]

SEASHORE SPORTS AT GRANDFATHER'S

Alice and Kittie were visiting at Grandmother's and were having a perfectly lovely time, but they missed the lake shore. They lived near the water, where they could go in wading every day. On real hot days they could play in their bathing suits all day long. When they went to Grandmother's they missed this sort of sport, and they told Grandfather all about it.

"I'll fix that for you," said Grandfather, and the next morning when Alice and Kittie went out to play there were two large tubs sunk into the ground and filled with sparkling water. Into this the children waded and splashed all day long. Grandfather made them each a boat and they had a merry time running races with their boats and giving their dollies a boat ride. They declared it was almost as good as a real lake, and Grandmother said it was better, because there was no danger of little girls drowning.

WHAT THE NIGHT BREEZES SAW AND HEARD

The Night Breezes were frolicking around in the garden, and here are a few of the things they saw and heard in the hours between darkness and dawn:

They saw the Dew Drops come down and wash the faces of the tired little Pansies. They watched the Dew Drops fill up the cups of all the Lilies in the lily bed; they saw them push open the petals of the new-born Rose so that when the sun came out he would find her a full blown rose. They followed the Dew Drops as they went to the Poppy bed, but the Poppies were asleep and never knew that the Dew Drops came. The Morning Glories were asleep, too, and did not wake up when the Dew Drops softly caressed them. They watched the Dew Drops wash the dust from every tiny blade of grass on the lawn and they heard a faint rustle of the leaves as the Dew Drops washed the dust from the little shrubs.

They saw a little mouse steal out from underneath the barn and run thru the garden looking for something to eat. And they saw Tabby, the house cat, steal out of the house and with velvety paws creep toward the barn looking for the mouse who was not at home.

When the sun began to paint the sky a rosy red, the Dew Drops disappeared, the birds began to twitter in their nests, the cat ran home, the mouse crept back to its hole. The flowers awoke and the Night Breezes softly stole away.

JUNIOR RED CROSS WORKERS

Sally and Polly wanted to do something for the Red Cross. Their mammas were always busy sewing, knitting, parading or raising money for the brave soldier lads. Sally and Polly were too little to sew or knit, and much too little to parade, and they felt they were not of much use in this world if they could not do something to help win this great war. The day the Red Cross parade was going to come past their house, Sally had a bright idea.

"I'll tell you what we will do," she said to Polly; "the ladies will be real hot by the time they reach our house and we will sell them lemonade."

They told their mammas about it, and their mammas said they would help make the lemonade. So the girls had a stand in the front yard. They wore white aprons and white head dresses with the red cross on their foreheads, and they looked just like Red Cross nurses. Father brought them home a box of candy, but instead of eating the candy they sold it all for a penny a piece to the children on the street. They bought some all-day-suckers and dressed them up to look like Red Cross nurses, and all the little girls that came past bought one.

It was a very hot day, and as the marchers came down the avenue they were glad to buy a refreshing drink of lemonade. When the day was over the girls found that they had earned \$7.50, which they gave to the relief fund for the poor little children of Belgium.

THEY FOUND THE NEST, BUT NOT EGGS

Tabby, the house cat, was missing from her accustomed place behind the kitchen stove. She did not come when Grandma called her to breakfast. She did not come when Alice and Kittie went out with a pan of milk and called her in their most coaxing tones. The girls were worried, for they liked Tabby, and they were afraid she would not come back before it was time for them to return to their city home and go to school. They looked for her everywhere and called her every time they thought about her, but no kitty came "meowing" at their heels.

The next afternoon they started out with their baskets to hunt eggs for Grandma. "I heard a noise in the hay loft," said Alice. "Let's go up and see if the hens have laid any eggs in the hay."

So up the ladder they climbed and began hunting for a nest. Bye and bye they heard a faint "me-ow." "That sounded like Tabby," they cried, and following the sound into the far corner they came upon a nest in the hay, and what do you think was in it? Old Tabby and six dear little gray kittens.

THE GARDEN HAD A DRINK THAT NIGHT

Mother told Bobbie to water the garden while she went to the store. The day had been hot and Bobbie had played very hard. He was tired and sleepy and thought he would lie in the hammock just long enough to take "forty winks" before he watered the garden. He had not been lying there long when something hit him on the nose. He opened his eyes and there was a big beet, very red in the face and looking frightfully angry.

"Why didn't you give us a drink as your mother told you to do?" he demanded in angry tones.

Before Bobbie could say anything a dried-up carrot came along and, hitting Bobbie in the face with his wilted leaves, said:

"If you had not had a drink all day I guess you would be pretty thirsty by now."

And then along came two pods of green peas, so weak that they had to cling together for fear they would fall. "Please, oh! please, Bobbie, give us a drink," they cried; "we are so dry we are cracking open."

Then the string beans, the lettuce and radishes and all the rest of the people of the garden came walking past, looking tired and wilted, and each one begging Bobbie to give them a drink.

"Have you finished watering the garden?" asked mother as she came back from the store.

"No," said Bobbie, "but I am going to give them a good, cold drink right now." And he did.

DEAR OLD SCHOOL DAYS

Dear old school days have come again:

Pack your books and come away.

Now's the time for earnest study:

Bid good-bye to sport and play.

Can't you hear the school bell ringing?

Ring out a call for you

To leave your play and join the throng

Working with an end in view.

Wise men and women they will be

If they go to school today;

So with clean, bright faces shining,

Pack your books and come away.

USING GAMES AND CONSTRUCTION WORK IN TEACHING PRIMARY NUMBERS

Miss Lura M. Eyestone, State Normal University, Normal, Ill.

FIRST YEAR WORK

Suggestions were given in the June number of The School Century for relating the figure symbol with the object and the oral word. The following suggestions are given for a similar purpose.

COUNTING

1. Children are asked to clap their hands a certain number of times. Each clap is counted. The same may be done with skipping, hopping, jumping, and tapping on the desk.

2. Children close their eyes. Teacher taps on the board or floor with the pointer. Children listen and count. Tell number of taps. When association of figure symbol is to be made, children may point to the figure representing the number of taps.

3. A child is asked to close his eyes. The teacher taps his head or hand a number of times, and he tells the number. Other pupils will watch to see if he gives the correct number. Children may try this with one another.

4. Have envelopes containing squares or circles of colored paper. Write on the outside of the envelope the number it contains, as 17 or 24. A first grade child cannot read this, but the teacher by glancing at the envelope can tell how many pieces it contains. Pass the envelopes. Have each child count the contents of his envelope, and as the teacher comes around, tell her the number. The envelopes may be exchanged and the counting continued.

5. Write a word children know on the board. Children tell how many letters in the word.

READING AND WRITING

1. Teacher write the numbers from 1 to 10 on the blackboard. Individuals read them, forward and backward.

2. Teacher write a number on the board, erase it quickly, have children tell it.

3. Teacher prepare cards $2\frac{1}{2}$ " by 4". Paste or print one-half inch circles on them in groups, as—



Show each card for an instant. The child who names the number of dots first takes the card. When all the cards have been won, each child counts and tells how many cards he has. Child with the largest number is the winner. To return the cards, the teacher asks rapidly for cards containing certain number of dots. This calls for quick and ready recognition of number of dots on the card, and a quick response.

4. Place the perception cards on the ledge of the blackboard. Point to one. Have a pupil find the figure symbol that corresponds to it. Take the card to his seat, telling how many dots are on the card. To collect the cards, the teacher points to the figure, and the pupil having the corresponding card gives it to the teacher.

5. Teacher writes each pupil's name on the board. Pupils count letters in their names and write the number on the board.

6. Teacher taps on the board or floor a number of times. Children write the figures representing the number of taps.

MATCHING GAME

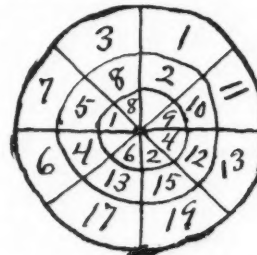
Make cards like the following:



Give each child one card. One child is called to stand before the class and show his card. All the pupils having the same number in other forms stand beside the first child and show their cards to the class. Class looks to see that all are correct. This game should work toward speed and accuracy in the recognition of numbers in whatever form they are written.

TIC TAC TOE

Place a number of concentric circles on the board. Draw diameters separating each circle into equal parts. Put a figure in each section, thus:



One child takes the pointer, closes his eyes, and says, "Tic, tac, toe, round I go; when I stop, I'll stop at this," and drops the pointer on a number. Opening his eyes, the pupil reads the figure he has touched. If his pointer touches a line, the pupil reads the figures on each side of the line.

JACK HORNER GAME

Prepare cards $2\frac{1}{2}$ " by 4". Write figures on the cards. Put all the cards into a basket or box. Children may recite the rhyme, "Jack Horner." As the chosen "Jack Horner" hears "put in his thumb," the pupil draws out a card and tells what the number is. Children take turns in drawing. If the class is large, three or four children may draw at once and read the figures in turn.

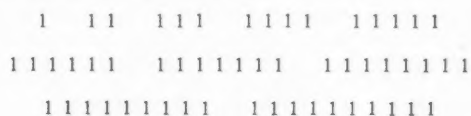
This little game may be varied by having one pupil pass to the box or basket, draw out one card after another, and reading the figures on them.

Again, the pupils may pass to the blackboard, and as Jack Horner reads the numbers, they may write them on the blackboard. Jack Horner, as well as the teacher, should watch to correct mistakes.

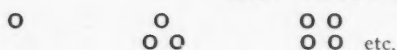
The pupils of the beginning class will be interested in making a little number book during the seat work period, to be called—

MY OWN NUMBER BOOK

First pages, children paste strips of colored paper, $\frac{1}{4}$ " by 2", on large sheets of drawing paper, 9" by 12", to show the various numbers, as—



For another page, paste circles or squares according to direction on blackboard for test in counting and discrimination—

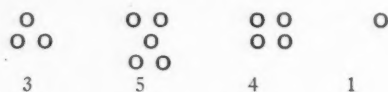


For another page, paste figures in regular order for counting, as—

1 2 3 4 5 6 etc.

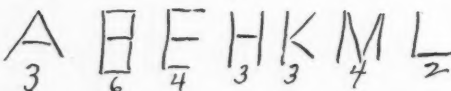
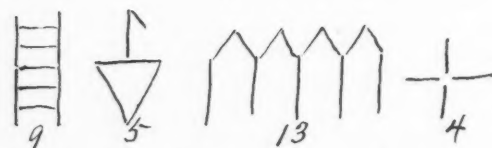
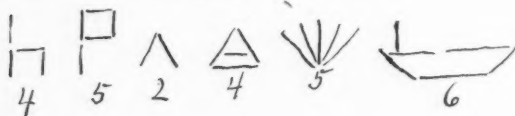
The figures may be cut from old calendars by the children.

For another page paste circles or squares. Paste figure telling number of circles by them, as—



The figures may be written on heavy manilla paper to be pricked and sewed. Paste these cards on the pages of the book.

For other pages, objects may be made of the strips $\frac{1}{4}$ " by 2", placing the figure indicating the number of strips used by the object, as—



Then number facts may be illustrated, as—

$$\square\square + \square\square = \square\square\square\square$$

$$2 + 2 = 4$$

(and) (are)

$$hh + h = hhh$$

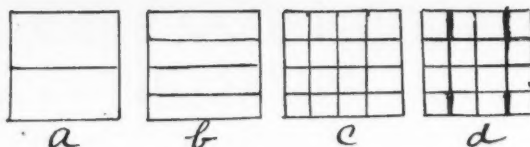
$$2 + 1 = 3$$

$$\text{fish} + \text{fish} = \text{fish}$$

$$1 + 2 = 3$$

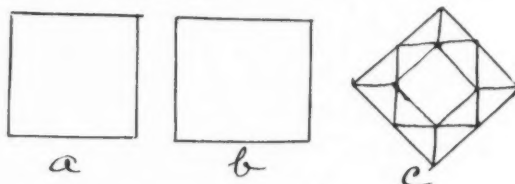
CONSTRUCTION WORK

A Box—Make a box to hold the squares, strips and other things that are cut from paper. Cut a piece of paper 6 inches square. Fold the lower edge to the upper edge and crease. Open the paper (a). Fold the lower edge to the crease. Fold the upper edge to the crease. Open the paper (b). How many long blocks are on the paper? Fold the other two edges of the square. Crease. Open the paper. Fold the lower edge to the middle crease. Fold the upper edge to the middle crease. Open the paper. How many little squares have you (c)?



Cut along one side of each corner square as seen in Fig. (d). Fold into a box, with the corner squares inside. Paste the squares to the square back of it.

A Picture Frame—Cut a 6-inch square of paper. Fold the lower edge to the upper edge. Crease. Open the paper. Turn the paper. Fold the other two edges together. Crease. Open the paper (a). Fold the lower right corner to the center. Fold the opposite, the upper left corner, to the center. Fold one of the other corners to the center. Fold the last corner to the center. Crease all of the folds carefully (b). Fold each corner back until it touches the middle of the side. Put a little paste on the back of the picture and slip the picture into the frame. Put a tiny bit of paste along each side to hold the frame more secure.



A House—A house may be made following the directions for making the box, with the exception of cutting on the middle line as well as one side of each corner square, as in Fig. X. Paste square 1 on square 2, and square 3 on square 4, to make the roof of the house. Bring the corner squares together to make the ends of the house. Cut door and windows.

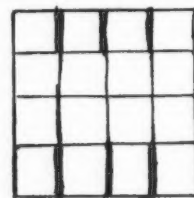
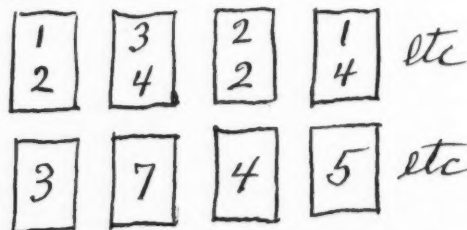


Fig. X

A Table and Chairs—Make a table and chairs for the house, with the large square folded into sixteen little squares as a basis. The table is made from the box form by turning the box upside down, and cutting out a piece from each side of the box.

MORE ADVANCED WORK

Matching Cards, Adding Game—Make cards 8" by 5" from heavy manilla card. Write on part of the cards two numbers, on the others, the sum of these two numbers, as—



Give each pupil in the class a card. A child who has a card with two numbers on it steps before the class and shows her card. The child having another card (Continued on Page 168)

STORIES WITH SEATWORK IN READING, LANGUAGE, DRAWING AND HANDWORK

By Laura Rountree Smith

LITTLE CRICKET AND LITTLE BEHIND HAND—A GOOD LUCK STORY

"A little cricket chirps with glee,
When close beside the fire is he."
chirped Little Cricket, one rainy autumn evening, as he crept up close to the fireplace, where a little girl was sitting.

The little girl was always late wherever she went, and for this reason she was called "Little Behind Hand!"

She saw the cricket and said,

"Little cricket, full of glee,

Sing your happy song to me."

In reply, Little Cricket sang,

"I'll tell you a story strictly true,

If it is just the same to you."

Little Behind Hand settled back comfortably in her great arm chair and let her knitting slide down into her lap, when Little Cricket began.

He said, "I saw Lady Autumn come over the hills, and she was piping a song about school time, and golden-rod, and asters, and autumn leaves, and she called to the fall fruit and flowers:

"Oh, ripen in the sun and rain,

For Lady Autumn's come again."

"My! How the fruits and flowers began to ripen when they heard the magic song.

"My! How the children went hurrying to school, singing,

"See the bright leaves falling down,

For Lady Autumn's come to town."

"Everything seemed to be singing, 'Happy, happy, Lady Autumn.'"

"Lady Autumn was very busy, you may be sure.

"She went over hill and dale, and peeped into one school room, where one little girl was always late."

"WHY, THAT IS ME!" said Little Behind Hand, rubbing her sleepy eyes, and she woke with a start in the old arm chair by the fire.

Little Cricket was on the hearth chirping merrily, but this time she could not understand a word he sang.

The next day was Monday, and sure enough Little Behind Hand was late to school.

In the evening she curled up in the great arm chair by the fire as before, with her knitting.

She was knitting a **real** scarf, for a **real** soldier boy.

Little Cricket came out of his hiding place singing,

"They say some crickets bring good luck;

It seems to me you just need **PLUCK!**"

Little Behind Hand was glad to see the Cricket once more, and she surprised herself by answering back in rhyme,

"I never want to go to bed;

At sunrise, I'm a sleepy head."

Then Little Cricket sang gleefully,

"Early to bed is a safe rule,

If you would be on time to school."

Little Cricket really sang as if he knew all about the matter.

That night Little Behind Hand never stopped for another word of the song, but went with a hop, and a skip, and a bound to bed, but, will you believe it, she was late to school again next day?

The next evening, when she sat cozily by the fire, Little Cricket jumped right over her foot, to attract her attention, and sang,

"If I bring good luck to you,
Many things you'll have to do."

Little Behind Hand laughed and said,

"I should not linger at the table,

But be as prompt as I am able."

Sure enough she was late to school on Tuesday because she lingered at the breakfast table.

Every day that week Little Behind Hand was late to school for one reason or another.

She had never formed the habit of being prompt.

Little Cricket was not discouraged at all, for he was a cheerful fellow, and he sang on Saturday night,

"Come, be on time with smiling face,

Chirps Little Cricket in his place."

Little Behind Hand knew that she had been late to school every day that week, and she was almost ready to cry when Little Cricket went on,

"Wake up early, is the rule,

If you'd be on time to school;

Do not linger by the way—

Try to be on time to-day.

Place your wraps upon a chair,

So next day you'll find them there.

If you learn my little rhyme,

It will help you be on time."

Little Behind Hand said, "I will say those lines over and over. I will be on time to school."

Next Monday morning she woke up early, and dressed and ate breakfast promptly, and hurried along to school.

It was easy to get off, for she found her coat and hat and book on the hall chair, where she had placed them.

She stood at the head in spelling that day.

She learned all her lessons well.

She found it was just as easy to be on time, as to be late.

She kept saying over and over on the way home, "I wonder what Little Cricket will sing about tonight."

That night she waited, and waited, and waited, for Little Cricket. Would he never come?

She knit ten rows on her scarf while she waited, for she was a busy little girl and did not like to have idle fingers.

By and by Little Cricket crept out of a corner.

He sang,

"It is best to be on time,

If you talk in prose or rhyme."

Little Behind Hand clapped her hands and said, "I am so happy to find the secret of being on time. My name will have to be changed some day."

Sure enough, it was not long after that, that her name was changed to "Little On-Time."

She said to Little Cricket one evening, "I am so glad you came to my house to bring good luck."

Little Cricket sang in reply,

"They say some Crickets bring good luck,

It seems to me you just need **PLUCK.**"

After that he told her many little tales as they sat together by the fire, and all the while the soldier's scarf grew longer and longer, and by the time the story is finished, I am sure it will be finished, too.

Little Cricket rubbed his wings together, chirping gleefully.

He said his cousin, the House Cricket, was often found in the Bakery, because he liked bread crumbs so well. As for himself, he was satisfied with the meadow, where he belonged.

So saying, he went out of the open window.

Little Behind Hand called after him,
"Good Luck, Good Luck."

He replied,
"Just Pluck, Just Pluck."

He certainly had brought Good Luck to that house,
for Little Behind Hand had learned to be on time.

Do you ever have a cricket on your hearth?

Do you understand the songs he sings?

Perhaps you will have to learn Cricket language.

SEAT WORK SUGGESTIONS

Have the story read, or placed on the blackboard, or distributed to the class on cards, each child to read one card.

1. Draw the little girl in the arm chair by the hearth. Copy the lines the Cricket first chirped.

2. Write answers in complete sentences: Where did the little girl sit? What did she see? How did she get her name? Copy the verses so far given. What was Little Behind Hand knitting? For whom?

3. Make a border of autumn leaves. Draw and color golden rod in a jug. Tell in a few words the story the Cricket told of Lady Autumn. Draw and color a bunch of grapes.

4. Draw the school room where Little Behind Hand went; draw everything in it. Copy the conversation they had Monday evening. Make a list of names of days of the week.

5. Draw the staircase up which Little Behind Hand went. Write the days of the week on the steps. Draw another staircase and write the names of fall fruits upon it. Model or cut and paste Little Behind Hand's bed, and everything in her room. Write below your picture,
"Early to bed is a safe rule,

If you would be on time to school."

6. Why was Little Behind Hand late on Tuesday? Model her breakfast table and everything on it.

7. Copy—

Little Behind Hand was late to school every day.
The Cricket belongs to the Grasshopper family.
He belongs to the Locust family, too.
A Cricket has long hind legs and folded wings.
He strikes his wings against each other.
From his wings comes the chirping sound.
The House Cricket likes to come by the fire.
The Field Cricket has a louder chirp.

Draw a Cricket and Grasshopper.

8. Copy the verse Little Cricket sang Saturday night. What are some reasons for being late to school? Draw the chair on which Little Behind Hand placed her coat, hat, and book.

9. Tell why Little Behind Hand was on time at last. Cut and paste her wraps and books. Describe the walk to school as you take it. Do you go on a sidewalk? What buildings do you pass?

10. Study fall insects. What are the ants doing? What are caterpillars doing? What is a cocoon? Cut and paste wild ducks flying.

11. Copy what Little Cricket sang about pluck and luck. Cut the window frame out of which Little Cricket went.

12. Cut a florist's window and the flowers behind it. Some of the flowers are in jugs, some in vases and baskets. Color the flowers.

13. Model the hearth and chair beside it. Write under your picture,

"You just need PLUCK."

14. Write part of the story in a booklet each day; illustrate it by drawing or paper cutting as you go along. Make the school and make Little Behind Hand's home. On the outside of the booklet write the title and draw the Cricket.

15. Draw a square; inside draw an apple and color it. In a circle draw a pear and color it. Draw all sorts of fall fruits and flowers in this way; color the background. Make from a soap box Little Behind Hand's home; finish it by articles modeled. Make a school of pasteboard and

(Continued on page 167)

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HOUSEHOLD ARTS AND DOMESTIC SCIENCE

[The article which Mary A. Moore, State Normal, Kalamazoo, Mich., was to furnish for this department for this issue failed to reach us. Miss Moore's work will begin in the October issue.]

DOLLS AND THE GIRL

Prudence Bradish

"Teacher, take dolly home?" The wistful eyes of the little 5 year old girl in the kindergarten pleaded for that dolly. The scene will never leave my memory.

"No, dear, dolly belongs in the kindergarten; leave her here; you may have her again tomorrow."

But the little girl, a poor, tiny scrap of humanity, hugged the doll, saying insistently, mournfully, pleadingly, "No dolly home, no dolly home, teacher," till I could withstand her no longer, and told her to wait until the others had gone. I could not give that child a doll without giving them to all the twenty other children.

What was I to do? Ought I to take that precious doll away from her, when it seemed to fill a long-felt want with her, as nothing else ever had done in the two weeks the child had been with us? She came from a wretched home and had seemed to us rather stupid, listless and unresponsive. We kept hoping every day that something would appeal to and awaken her.

Music, songs, games, blocks—all were alike to her; she looked on with stolid eyes and expressionless face, but would take no part, give no sign of response—until today, when we brought out the dolls!

She folded that dolly in her arms the minute it was given to her. When we all sang the lullaby and rocked the dollies to sleep she seemed to sing and rock too; the first time she had shown the slightest impulse to join in with the others. Yes, she had imagination, and a mind to respond with the moment we found the right stimulus!

All day she clung to that doll, so contentedly happy that I let her hold it long after the others had given up theirs; glad that I had found at last the door to her little heart. Yes, I let her take it home, too, telling her to bring it back in the morning, for, of course, it would want to come back with her to the kindergarten!

She brought it back every day for a week, and then I gave it to her for her very own, and replaced it with another in the supply. To us it was just a doll; to her it was—what? Some of you women whose minds go back to your childhood will think you know what that doll was to her; but I doubt whether you will unless in your childhood your whole life was starved for something to love and care for.

Thru that battered old doll that little child found her place in the kindergarten and began to show her real self, her real possibilities of character—to work and play and be happy with the others. This it was that awakened her imagination, changed her from a little, half animal thing into a live child. For the first time in her starved little life she found something worth living for, even in the environment which imprisoned her soul in the place that served here as "home."

We grownups forget so easily what life was to us when we were children. How few really sympathize with the lives of the children! To us a doll is just a doll, a thing. It is so hard for us to realize the place that the doll occupies in the life of the normal little girl. To her there is tremendous reality in her devotion to her dolly, in rocking it to sleep, putting it to bed, dressing and undressing it, making clothes for it and playing at cooking. It is all just as normal and natural as growing. It helps to develop the motherly instinct latent in every healthy girl and so vitally necessary for the woman that is to be. Married or unmarried, a woman is only half a woman without a strong and well developed heart full of mother love. Find me a hard, unsympathetic, masculine woman and I will show you one who when she was a girl was denied the things that developed mother instinct. Probably she had no dolls.

Some girls, to be sure, do not seem to care much about dolls, even tho there is no tendency in the home to discourage the dolly stage of childhood. Such girls are rare. Sometimes the same instinct shows itself in devotion to animals—cats, dogs or horses. It is the same instinct, merely in another form. Little boys have that love, too, tho usually it does not last so long. Do not discourage it. If the boy wants to play that he is a little father, while his sister plays that she is a little mother, don't make the mistake of discouraging or laughing at it. It is a wholly healthy sign.

Little children must have concrete objects to love. They cannot grasp abstractions.

"Mother," I heard a little boy of 6 say the other day to one of my neighbors, "I think Cousin Mary is going to make a good housekeeper—she makes up her dolly's bed so be-au-ti-fully." His mother explained to me that he had overheard her telling the chambermaid just how she should make up the beds.

The seeds of good housekeeping are often sown in the playroom with the care of dolls, the conduct of miniature tea parties and of the other imitations of serious domestic life. The children mean business. The dolls really share their joys and sorrows. The little girl has the same sense of protective relation with her doll because it is small that the grown-up mother has with her baby. It is a far more real thing than we stupid adults can realize. She lives in a realm of her own with her doll, telling it stories, conducting it over the house and grounds, explaining things to it, quite as if it were alive. Is there nothing in your memory to confirm this out of your own experience?

A simple, reasonable good looking doll is much better than a dressy, complicated, mechanical doll, and will be loved long after the expensive, squawking one has been laid aside. It will be loved when it is battered, grimy and apparently worn out. Don't you remember some one doll, some ugly, noseless, moth-eaten looking old thing, that you loved more than all the others? I believe you do!

It was Charles Kingsley who wrote—

"I once had a sweet little doll, dears—

The prettiest doll in the world.

Her face was so red and so white, dears,

And her hair was so charmingly curled!"

and then went on to tell how the doll was lost on the heath one day and sought for more than a week; till he found it with the paint all washed off and the hair bedraggled and uncurled—

"Yet for old sake's she is still, dears,

The prettiest doll in the world."

A man wrote that, and what he said is typical of the feeling of all normal little girls for their dolls.

"Take away the doll," says Kate Douglas Wiggin, "and you erase from the heart and head feelings, images, poetry, aspiration, experience ready for application to real life."—Chicago Daily News

STORIES WITH SEATWORK IN READING

(Continued from page 166)

use the sand table for the grounds. Who was always late to school in Mother Goose? (the Ten o'Clock Scholar). Make him peeping round the door, looking at Little Behind Hand.

16. Draw the school room clock and learn to tell time.

17. Cut and paste the Bakery where the Cricket went. Name everything you can put in a Bakery on the shelves.

18. What color are autumn leaves? Draw and color a border of maple leaves; a border of oak leaves.

19. Draw, color, and name all the fall fruits and flowers. What famous author wrote a story entitled, "The Cricket on the Hearth"?

20. Learn to knit a scarf for the soldiers. Dramatize the story orally and in writing.

(All rights reserved.)

USING GAMES AND CONSTRUCTION WORK IN TEACHING PRIMARY NUMBERS

(Continued from Page 164)

with numbers on it that make the same sum runs and stands beside the first child.

The pupil having the card with the sum on it runs and stands beside the other pupils. All show their cards to the class, thus—

2	3	1	4
2	1	3	

To vary this game, a child having a card with only one number on it may stand before the class. The pupils having number cards that make that sum stand and show their cards.

Cards with multiplication or "times" problems may be used in the same way. Thus, if a child having a card with 2×6 on it stands, the pupil having the card with the product 12 stands beside the first pupil.

Circle Game—The pupils in the class form a circle. The teacher, passing quickly around the circle, asks one child at a time a question like these—

- 6 and 1 are how many?
- 8 less 1 is how many?
- How many are 2 and 8?
- What must I put with 5 to make 8?
- 2 2s are how many?—etc.

If the child called upon cannot answer, or gives the wrong answer, he must go inside the circle.

If the pupil who is inside the circle can answer any question more quickly than the child to whom it is given, the child on the circle changes places with the child inside the circle.

BEAN BAG GAME

Draw two circles on the floor, the smaller circle inside the larger one; the smaller circle about 12 inches in diameter, the larger one about 18 inches.

Draw a line 6 to 8 feet away to show where the thrower must stand.

If the ball falls inside the small circle, count 4. If it falls between the two circles, count 2. If it falls outside the large circle, count 0.

Keep the score on the blackboard. Leaders may choose sides, or the class may be equally divided, or

Score									
Red	4	2	4	0	2	2	4	0	18
White	0	4	4	2	0	0	4	2	16

the boys play against the girls.

If sides are chosen, each side should choose a name or a color.

How many counts have the Reds?

How many counts have the Whites?

Which side won? By how many counts?

If the game had ended when there was a tie, how many players on each side would have thrown?

Ball Game—Draw a large square 24 inches. Divide it into 6-inch squares, and place numbers in each square, thus—

9	3	5	4
7	1	10	15
12	18	2	8
17	11	14	6

Draw a line 6 or 8 feet away for the thrower to stand on. Throw a tennis or small rubber ball, aiming to hit the largest number. As each number is hit it should be erased.

This game may be varied and used for an adding game. The class should be divided and the score kept.

As a pupil from A's side hits a number, that number should be written in A's column. The number that a pupil from B's side hits should be written in B's column. When all of the numbers are taken, the numbers in the columns should be added, to see which side wins the larger sum.

THE MEANING OF OUR FLAG

If one asks me the meaning of our flag, I say to him: It means just what Concord and Lexington meant, what Bunker Hill meant. It means the whole glorious Revolutionary War. It means all that the Declaration of Independence meant. It means all that the Constitution of our people, organizing for justice, for liberty, and happiness, meant.

Our flag carries American ideas, American history, and American feelings. Beginning with the colonies, and coming down to our time, in its sacred heraldry, in its glorious insignia, it has gathered and stored chiefly this supreme idea: **divine right of liberty in man.** Every color means liberty; every thread means liberty; every form of star and beam or stripe of light means liberty—not lawlessness, not license, but organized institutional liberty—liberty through law, and laws for liberty.

This American Flag was the safeguard of liberty. Not an atom of crown was allowed to go into its insignia. Not a symbol of authority in the ruler was permitted to go into it. It was an ordinance of liberty by the people, for the people. That it meant, that it means, and, by the blessing of God, that it shall mean to the end of time!—Henry Ward Beecher.

WAR WORK WE CAN DO IN THE DRAWING PERIOD

Ethel Everhard, Supervisor of Drawing, Sheboygan, Wis.

The children love to feel that they can help in the Food Conservation and Thrift Stamp, War Savings Stamp or Liberty Bond campaigns, and we can so easily let them do a bit in the drawing lessons.

If we help them to make simple little posters or drawings to illustrate some of the things the Government is trying to get the people to do, and take these pictures home, it is the best kind of advertising.

The only thing about these posters that is hard is the lettering, and if you will try the cut out letters, pasting

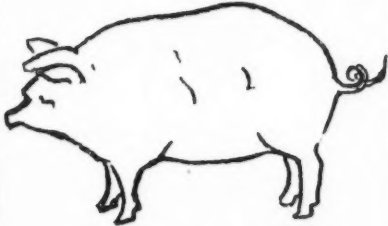
them into place, you will never think that lettering is hard for children. Take a piece of paper in proportion 2 to 3. Fold it into 32 oblongs of equal size by folding the two short edges of the paper together, then each short edge to the middle crease; the two long edges together, then each long edge to the middle crease. Then fold the two short edges together again, and without opening the paper fold the two long edges to the middle crease. Cut the oblongs apart, and folding them as shown on the page of drawings, cut your letters. Lay them on the paper to get the spacing, and paste.

(For Drawings See Pages 169 and 170)

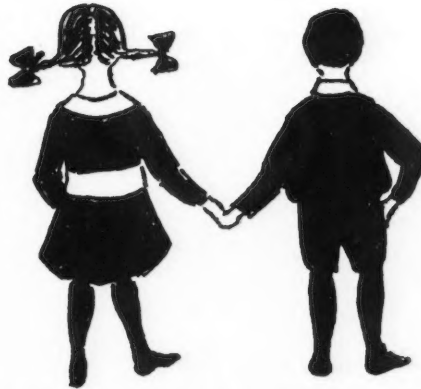
The Catholic School Journal
WAR WORK IN DRAWING
(For instructions see page 168)

169

DONT EAT ME

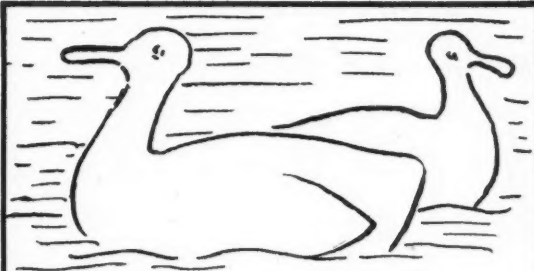


**I'M OFF
FOR FRANCE**



**NO WHEAT FOR US
WE EAT CORN**

PICKLE US



EAT US



**WE CAN
AND SAVE**

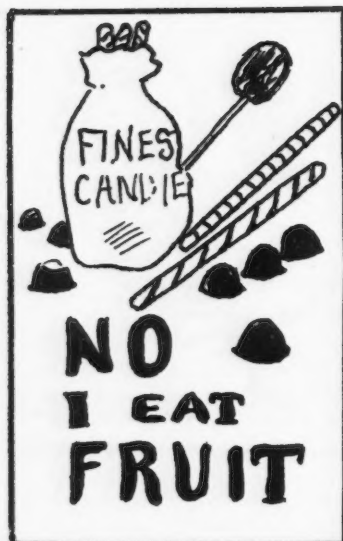


**EAT
US**

Everhard

The Catholic School Journal WAR WORK IN DRAWING

(For instructions see page 168)



BIRD STUDY FOR SEPTEMBER

THE CATBIRD

Witmer Stone in Audubon Leaflet

Most of our familiar American birds were named by the early settlers after well-known birds of the Old World to which they seemed to bear some resemblance. The Catbird, however, stood forth as a distinctive character of the New World, with no counterpart in the lands across the sea; and, as in many cases of bird-christening, they named him after the character of his voice, which recalled to them the mewling of a cat.

Even in America, the Catbird stands apart in a class



Catbird

by himself, so far as characteristics and color are concerned. We have learned, of course, that he is related to the Mockingbird and Thrashers, but perhaps not so very closely after all. His drab plumage, black cap and tail, and rusty under tail-coverts form a combination of colors not found, at any rate, among other "mockers," nor, indeed, in any other North American bird, while the deep blue eggs of the Catbird differ entirely from those of the Mockers and Thrashers, and recall those of the Thrushes, to which family, indeed, it would seem that the Catbird has some kinship. Thru the Thrashers, on the other hand, he traces relationship to the Wrens, having the same short, rounded wing and long tail, and the tarsus composed of distinct plates and not welded together into a boot, as in the Thrushes.

Not only is the Catbird's plumage distinctive, but it is not subject to variation. Wherever found, Catbirds—male, female and young, winter or summer—are alike.

Inquisitive and Confidential

Dr. Coues, I remember, in his classic account of the Catbird, refers to him as distinctly commonplace, and there seems to be something about the bird that deserves this epithet. He is so familiar to everyone, so associated with everyday scenes and occupations, that

he seems almost a part of them, and occasions none of the enthusiasm that the brilliant plumage of the Scarlet Tanager or the clear notes of the Wood Thrush arouses. And yet, when we stop to consider him, there is something very dear to us in the homely presence and the sometimes harsh voice of the Catbird.

The confidence that he seems to show toward mankind by living about the house, in dooryard, garden, or orchard-thicket, his apparent interest in everything that is going on, even if it border on inquisitiveness, and his song, low-pitched and erratic tho it be, all endear him to us.

Every old garden has somewhere about it a shady thicket of lilacs, mock-orange, or some similar shrubbery in a niche by the back porch, perhaps, or behind the greenhouse, or over in the corner where the fences come together; and it is with such a spot that the Catbird is most closely associated in my mind. His song comes bubbling in thru the open window, and let us but step outside and stroll down the garden-path, and the Catbird is at once close at hand, full of curiosity and nervous anxiety, uttering at frequent intervals that harsh, irritating, complaining cry.

A Home in the Thicket

When the house-cat selects some comfortable spot in the old garden for an afternoon nap, the Catbird is immediately at hand, and will mount guard by the hour with a continuous fire of harsh, monotonous, tho utterly futile protests, so long as puss remains on the field. Perhaps, however, he may have good reason for his anxiety, for back in the heart of that shrubbery his nest is no doubt situated, lodged firmly among the branches, built of twigs, dead leaves and plant-stems, and neatly lined with fine rootlets, holding perhaps four deep blue eggs which his mate is patiently incubating. The number of eggs varies from three or five; and about the middle of May we find the clutch complete and incubation begun; and usually, I think, another brood is raised later on in June.

As the visitor passes out of his domain, the Catbird is back again among the lilac-bushes and, casting all anxiety to the winds, he ruffles out his plumage, droops his wings, and there gurgles forth that peculiar medley of liquid notes and harsh tones that strike one as almost ridiculous. The notes follow one another so unexpectedly that the whole pose of the bird, his earnestness and entire satisfaction, seem somehow out of keeping with the result. But there is much that is pleasing—much melody—in the Catbird's song if we but give it consideration. It is not a loud song; not one that commands our attention, and not in a class with songs of Thrushes and Grosbeaks or the best Sparrow songs, but it is well suited to its surroundings, to the cool shade of deep shrubbery and the tangle of damp thickets, and it takes a prominent place in the wildbird chorus. The Catbird is by no means restricted to the garden shrubbery, but is equally at home down in the vegetable patch, among the grape-arbors, in the blackberry-briars bordering the orchard or down the lane that leads to the spring-house; and as you stroll along the old sunken road in the early evening one or more Catbirds are constantly in attendance, darting along the rails of the decaying fence or perching for a moment on the top of one of the uprights, ever full of interest in your movements.

Out in the swamp, too, bordered with blackberry-bushes and wild plums, and overgrown with alder, spice-wood and fox-grape, we find Catbirds. As we penetrate the shady interior, bending below the green canopy and springing from tussock to tussock, we meet with the familiar protesting cry, the same apparent inquisitiveness to know what we are up to; and in among the dense tangle of grape-vine and greenbriar, we may find the nest as securely placed as in the garden shrubbery. Once, I remember, while exploring a swamp, I made a

little squeaking noise with my lips placed against the back of the hand, such as is often employed to attract birds, and in a moment I had a small mob of excited Catbirds all around me, more than I supposed could possibly be within hearing. These swampy thickets probably harbor more Catbirds than any other place, notwithstanding the fact that in my mind the bird is more intimately associated with the dooryard of the farmhouse. Indeed, the swampy thickets and bushy borders of streams were probably the original home of the Catbirds before the advent of man, and it is in a certain swamp that I usually hear them first, and here, too, at the height of the breeding season, that we get their song at its best.

Migration

The Catbird retires southward in autumn, altho occasionally as far north as New Jersey and southern Pennsylvania, or even New England, we come across an isolated Catbird that is wintering north of his usual range in some sheltering woodland tangle of greenbriar, or among the dense growth of bayberry-bushes on the coast. Here he manages to subsist on such berries as the autumnal migrants have passed by or upon stray insects that are coaxed forth on mild days in winter by the warmth of the mid-day sun.

At Philadelphia, the first Catbirds arrive in the spring between April 15 and 24, and they are generally distributed by the 29th. In the autumn, the last one has usually departed by the middle of October.

There is a certain amount of feeling against the Catbird in some parts of the country on account of the fruit and berries that it consumes. As a matter of fact, however, fruit does not constitute a very large proportion of the Catbird's yearly food. The reports of the Department of Agriculture show that 44 per cent of its food consists of insects, and three-fourths of this are made up of ants, beetles, caterpillars, and grasshoppers.

Of the 56 per cent of vegetable food, only one-third consists of strawberries, raspberries and blackberries, and many of these are the wild varieties. The other two-thirds are made up of berries of the dogwood, wild cherry, sour gum, elder, greenbriar, spicewood, black alder, sumac, and poison ivy—plants of the shady swamps and fence-rows where the Catbird so frequently makes his home.

The Gardener's Friend

We see, therefore, that the Catbird is of enormous value to the farmer as an insect-destroyer, while the charges against him as a fruit-thief dwindle in the light of scientific investigation, and can be largely dismissed by a little care in providing some of his favorite wild food. To quote Doctor Judd:

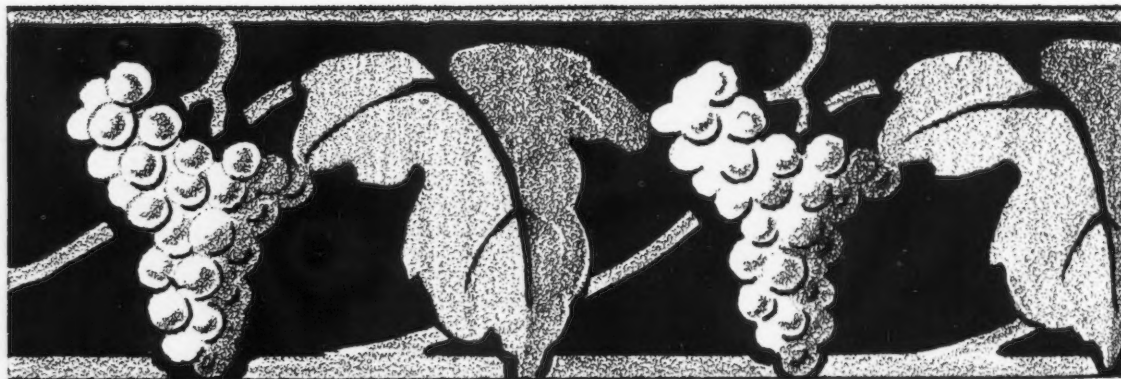
"By killing the birds, their services as insect-destroyers would be lost forever, so the problem for us is to keep both the bird and the fruit. We need have no hesitancy in placing the Catbird fairly in the class of beneficial birds. When we see him searching about the ground in his favorite thicket, we know that he is seeking out the many harmful insects that lurk there, and we need not begrudge him an occasional berry from the garden; since, if he should become a nuisance, we know how to draw him away from mischief. Considering the amount of food that a farmer provides for his crops in the form of fertilizer and manure, it seems strange if a little food cannot be provided for birds, without whose constant guardianship crops of all kinds would be utterly wiped out by the insect-hordes."

Distribution

The Catbird is found in summer from the southern Provinces of Canada southward to northeastern Oregon, northern Utah, eastern Texas and northern Florida, and it winters from the southern States southward to Cuba and Panama.

SEPTEMBER BLACKBOARD BORDER

Etta Corbett Garson



September is the month of purple and gold. It is the regal time of the year. Great clusters of purple grapes hang gracefully on the vine, and over the hills and along the roadsides spread masses of purple ironweed, asters and goldenrod.

A walk thru the woods at this time of the year affords the delicious wild flavor of berries and fresh young sassafras shoots, while the wind, rattling the blades of corn, carries the rich, spicy aroma of mint, green butternuts and prairie hay.

September is the month of fruits. Apples redden on the orchard trees or lie in variegated heaps upon the green grass. Peaches, blushing and mellow, bend down their slender boughs. Adorning the wayside hang the currant-like clusters of black choke-cherries with their red stems glowing in the sunshine.

The fields are a riot of gorgeous colors. The whole

scale of reds and yellows is exhibited. Everywhere is luxurious growth; and while earlier in the season we were content with single flowers, September displays great masses of highly colored blossoms.

Plants are only "weeds" when they are "useless or troublesome," and they are only unwelcome when they persist in getting in the way of the hoe or the plow. So the locality of a growth determines largely whether it is a "weed" or a flower. The wild carrot covering the fields like snow with its fleecy whiteness is in some places carefully cultivated and greatly admired. It is sometimes called Queen Anne's lace, because of its fine lace appearance.

Flourishing thru dust and drought, and decorating spaces that would otherwise be unsightly and bare, we find the Daisy Fleabane and Bouncing Bet. Others needing no encouragement are the blue vetch, wild morning-

glory, huge mustard and vervain. For miles along the dusty road blossom the purple asters and goldenrod, making a cheerful sight for the passer-by. More timid is the cardinal flower, which is one of the few really red flowers. It is found more often huddled in hollows, as tho afraid of tempted hands or the scythe. It is interesting to observe how attractive yellow is to flies, beetles, bugs and bees and how they flock to visit the brown-eyed Susans and goldenrod, while the cold blue color of the chicory seems to attract only the bees.

Early in the month the Monarch butterflies tear themselves away from September's bloom and migrate southward, but the dauntless, daring tiger swallow-tail butterflies remain to poise on the flowers with wide-spread wings, which is contrary to most butterflies, that always fold their wings tightly together when they alight, so as to be less visible to the passing birds.

Watch for the returning waves of warblers this month. You may see verios, yellow-polls, flycatchers or pewees.

The birds have started in their dull-colored traveling clothes on the long flight to their winter homes, perhaps in Venezuela, Brazil or Buenos Aires. They travel mostly by night, resting and eating during the day. However, some birds, like the swallow, swift and nighthawk, are able to procure their food on the wing, so they proceed on their way during the day and rest at night.

Insects are the real autumn singers, and we must listen for the sound of the cicada, tree-toad and cricket. Altho the music produced by legs and wings compared with the song of birds is like Chinese music compared with our violins and cellos, still the merry little song of the cricket has a charm all its own.

Mice, squirrels, chipmunks and gophers are feasting on seeds, insects and ripened grain. It is their fattening season.

Let us watch and enjoy to the utmost the daily enrichment of color, as September prepares for October's Indian summer.

AN EASY WAY TO TEACH BEGINNING WRITING

Estelle Hinton, State Normal, Springfield, Mo.

Lesson 1

For the first lesson have the blackboards clean, erasers arranged in proper spaces and chalk underneath each eraser.

Have the children pass to the board and each stand in front of an eraser with back to the board. (An orderly start the first day of school aids greatly in establishing habits of order and respectful obedience.)

The teacher takes chalk in hand and says:

"I want three fingers to hold my chalk lightly." Have the children hold fingers in the air to get proper position. Many children form the habit of holding the chalk in a tight, cramped position with two fingers. The habit, once formed, is very difficult to break.

Teacher says: "My chalk is going for a walk. See how lightly it steps over the ground. Every one count with me and see if I can keep my chalk moving as you count. All say, '1-2, 1-2, 1-2,' without any pause after two." The counting must be regular and steady as the teacher makes this movement.



Erase, and while the children are watching, make the movement five or six times. Try to get the child's mind centered on the mental picture before the writing begins. This aids him in forgetting the new situation which he is meeting.

The teacher says: "Take your chalk. Show me how you will hold it. See who can make the chalk walk as mine walked. I will count 1-2 for you."

If any child is in doubt let him wait and watch your work as you make the picture. Erase at once. If a child finds it impossible to get the movement correct, take his hand and guide it for a few times. From the very first lesson train the child to look at the teacher's work, not at his neighbor's work. If the teacher is very patient at first she will be repaid for her patient efforts.

Lesson 2

Review the movement. Have it reproduced from memory if it has been well learned. Then the teacher puts the movement on the board. The teacher says, "Now look at your work and see how it is different from mine." Some children will say, "My work is crooked"; "My work is not even"; "My writing runs downhill"; "My letters are not right at the bottom."

These criticisms help the child to set up standards. When he can see what is wrong he can work consciously to make correct work. The right standards set up in the Primary Department will help the child in all his future English work.

Lesson 3

Review the movement—



New Movement—



Handle similar to the other movement. Instead of counting 1-2, teacher can say, "Up—over, up—over," etc. The success depends on the clear mental picture, the correct position of the chalk, and of the use of the big arm muscles.

Always erase a movement as soon as it is made, so the child cannot copy. By making a movement again and again the child is trained to look at the teacher's work and not at the pupil's work.

Lesson 4



Each time review the previous movements, to be sure the work is mastered before going to new work. Slow but sure should be a primary teacher's motto. Thoroughness is necessary in all new work to secure success.

Lesson 5



Count 1-2, 1-2, etc., while you write.

Lesson 6



Be careful not to give this movement following Lesson 3. You will confuse the child. Insist on tall, narrow letters.

It is well to say, "Up—down, up—down," as the letter is formed. These words suggest a different letter from the words "Up—over."

Lesson 7



Tell this story: "One day Jack was walking around a railroad curve.

"He heard a train coming and turned to go back.

"The train got too near, and he had to get off the

track and go around another way.



"When he came to this point he ran down a hill and

up again."



Curve.

Retracing.

Around the other way.

Down hill. Up hill.

If this story is given as it is formed the first time, the children will not patch the letter. It is remarkable how easily they master this difficult letter.

Let the child see the whole letter; not the parts.

Lesson 8



As the teacher makes this movement she says, "Round, back—round, back," in a quiet, easy, smooth tone, and her rhythmic tone will help the movement of the writer.

THE BLACKBOARD IN TEACHING READING

The use of the blackboard is suggested in presenting difficult passages in the reading lesson, since all eyes are directed to the same spot and time is saved by not having to wait for each pupil to find the place in his own book. We are also to insist that all devices should be put aside the moment they have accomplished their purpose. Some few pupils are "natural born" readers, as is the case in music, but as anyone can teach a genius, works of this kind are greatly needed to help those who are not geniuses, to see that reading is more than simply pronouncing words.—May Helm in Educator Journal.

TIME TABLES IN GEOGRAPHY CLASS

One public school teacher with a bump of ingenuity has put railroad time tables to a novel use. She uses them in teaching geography. Evidently they make pretty good textbooks, too, for her boys passed the mid-winter examination with a higher percentage than any other class in that particular school.

"That was because they got interested," said the teacher. "It is easier to fix a boy's mind on a time table than on a regular school book with cut and dried lessons. A stack of time tables piled up on his desk with permission to plan as many trips around the world as he likes stimulates a boy's imagination, and is one of the best incentives in the world to an intelligent study of countries and town."—School Education.

WEATHER

The work in weather study in the primary grades must necessarily be very simple. The children have no idea of direction or the causes of the different phenomena. A blackboard record if properly kept is the best

Lesson 9



Say "Up, around—up, around." Handle according to previous directions.

Lesson 10



Today I will write a word which you will know. The class have already learned this as a sight-word. If any find it difficult the teacher can say, "Up, around, over, over."

Be careful to erase the word before the class write. Call attention to the good points of the best-written work.

Lesson 11

Here is another word which you know well—



Make it several times and call attention to the small letters and the tall letter.

It is better to have the child make once and erase and then make again. If the teacher makes the word, then the class, then the teacher, the child will keep the teacher's perfect work as a model. If he forms a letter incorrectly, and repeats his error, the imperfect form will become fixed in his mind.

Giving the class a word to write will add variety and will encourage the pupils.

(These lessons will be continued in the October number of The School Century.)

method of teaching the subject of weather. Frequently, however, this becomes monotonous to the teacher as well as to the children. The value of the study is entirely lost. If any good is to be derived from such a study, the child's interest must be maintained. Observations out of doors under the teachers' direction, children recording the data themselves, correlating this data with other subjects, comparing the data from day to day, requiring observations at home, the introduction of a story or myth are some of the means by which interest may be maintained and profit derived. The following outline is intended for the first three grades. It admits of modifications to meet the ability of the children. The child mind delights to play with heavenly bodies. The cultivation of this tendency is of far greater value than the learning of cold facts.

General Outline.

1, Location and direction; 2, day and night; 3, time; 4, direction of the wind; 5, condition of the sky; 6, weather calendar; 7, heat and the sun; 8, the thermometer; 9, clouds; 10, rain; 11, frosts; 12, ice; 13, snow.—Inter-Mountain Educator.

BIRD STUDY

One of the greatest aims in introducing bird study to children is the sheer joy that the birds bring to all who observe them. It is an outdoor study, and there are birds every month of the year to see. The birds' place in nature should be clearly and honestly studied. If this is done there will be no doubt in anyone's mind why the bluebird and chickadee help to grow better apples, and why the bluejay and bronzed grackle must be watched so as to keep them from taking the robins' eggs.—Elizabeth Downhour in Educator-Journal.

RECITATIONS FOR SCHOOL PROGRAMS

THE FLAG GOES BY

Hats off!
 Along the street there comes
 A blare or bugles, a ruffle of drums,
 A flash of color beneath the sky:
 Hats off!
 The flag goes by!

Blue and crimson and white it shines,
 Over the steel-tipped, ordered lines.
 Hats off!
 The colors before us fly;
 But more that the flag is passing by.

Sea-fights and land-fights, grim and great,
 Fought to make and save the State:
 Weary marches and sinking ships;
 Cheers of victory on dying lips;

Days of plenty and years of peace;
 March of a strong land's swift increase:
 Equal justice, right, and law,
 Stately honor and reverend awe;

Sign of a nation great and strong
 To ward her people from foreign wrong,
 Pride and glory and honor,—all
 Live in the colors to stand or fall.

Hats off!
 Along the street there comes
 A blare of bugles, a ruffle of drums:
 And loyal hearts are beating high:

Hats off!
 The flag is passing by!
 —Henry Holcomb Bennett in *Youth's Companion*.

THE WOMAN BEHIND THE MAN

Yes—I grant they're the U. S. Army,
 Standing there three in a row;
 The man in the garb of a workshop,
 The soldier, the man with the hoe,
 And I wouldn't belittle their service—
 All part of a splendid plan—
 But I want you to think a moment
 Of the woman behind the man.

War! Ah, the word strikes terror
 To the heart of womankind,
 It hasn't a place in her scheme of life,
 Nor a chord of response in her mind,
 But look—she has squared her shoulders,
 "It has come—I must do what I can."
 And she finds her work—did she ever shirk?
 The woman behind the man?

Not in the line of battle—
 Is that the one place for the brave?
 But just in back in the hospital shack,
 Who has measured the service she gave?
 Tireless, sleepless, unflinching,
 Never heeding the risk she ran,
 Strength she spent—strength she gave, hers a passion to
 save,
 This woman behind the man.

And back in the homes they are leaving—
 These boys fired with patriots' zeal
 Linked so close to her life—sweetheart, mother or wife—
 Can she answer the great appeal?
 Ah! What of the tireless sewers,
 Of the knitting needles that fly,
 Of the thought and the care, food to save and to spare?
 This is her mute reply.

A TALE OF A TEA TABLE

Betsy Bobbity baked a bun—
 A beautiful, big, bewitching one,
 So light that it fairly shone with pride,
 With currants a-plenty safe inside.
 Patsy Poppity peeled a peach,
 A pear, and a plum, and put them each
 In a tiny pie with a frosted top,
 As fine as those in the baker's shop.
 Three little maids to the pantry flew
 To look for the dishes pink and blue,
 And a terrible tragedy happened next—
 And my! but the three little maids were vexed!

Young Puppety Pup came racing by,
 And the little red table caught his eye;
 Then never a bit he cared—not he—
 That he hadn't been asked to the dainty tea:

But he ate up Betsy Bobbity's bun,
 With all of the currants—every one,
 The three little pies at a single bite,
 And everything else there was in sight!

Dora Doppity cried, "Dear me!
 What a capital time to give a tea!"
 And she put the little red table out,
 With three little chairs set round about.

And Betsy Bobbity's Baby Blue,
 And Patsy Poppity's Precious Prue,
 And Dora Doppity's Daisy Dee,
 Were asked to come to a charming tea.

But never a word the three guests said,
 As they gazed with a smile right straight ahead;
 And never they showed the least surprise,
 Altho, right under their very eyes,
 The rude and ravenous Puppety P.
 Ate all that they were to have had for tea!

Which shows us plainly that Baby Blue,
 And Daisy Dee, and the Precious Prue,
 Were well brought up, and clearly knew
 That the proper, ladylike thing to do
 Was never to make remarks at tea,
 Whatever they chanced to hear or see!
 —Ellen Manly in *St. Nicholas*.

THE U. S. A. FOREVER

(Dedicated to the best of tunes, "Dixie")

Come, all who live in the U. S. A.,
 Join in our song and sing today,
 Work away, work away, for the land of the free;
 United, firm, with every state,
 To make a nation good and great,
 Work away, work away, for the land of the free.

Chorus: The U. S. A. forever! hurray, hurray!
 The Stars and Stripes shall wave above
 The U. S. A. forever.
 Hurray! Hurray! the U. S. A. forever,
 Hurray! Hurray! the Stars and Stripes forever.

The North and South, the East and West,
 We love them all, for all are best,
 Work away, work away, for the land of the free;
 United States and hearts and hands
 Will make the greatest of all lands,
 Work away, work away, for the land of the free.

(Chorus)
 From coast to coast united stand,
 Our proudest boast our own dear land,
 Work away, work away, for the land of the free;
 The Nation gathers at our call,
 With all for one and one for all,
 Work away, work away, for the land of the free.
 (Chorus)

RECITATIONS FOR SCHOOL PROGRAMS

THE CANNON BALL

Do you see that headlight glowin'
Out o' the dark?
Listen! Hark!
Do you hear that whistle blowin'?
"Oo-oo! Oo-oo! Oo-oo!"
That's the Cannon Ball!
Do you see that locomotive swing and swerve?
That's Wild Peck Riley takin' Dead Man's Curve—
"Oo-oo! Oo-oo! Oo-oo!"
On the Cannon Ball!

Well, the chicken's in the skillet—
Oh, the chicken dipped in flour!
And the biscuits in the oven
Have been bakin' for an hour—
"Oo-oo! Oo-oo! Oo-oo!"
Everybody knows
When that whistle blows
That a railroad man is a-comin' home—
Comin' on the Cannon Ball!

Do you hear them wires a-tickin'
'Way up the line—
'Way up the line?
Do you hear them rail-joints-clickin'?
"Ham-gazzam! Ham-gazzam!"
That's the Cannon Ball!
Do you see that engine jumpin' like a buckin' mule?
Oh, Wild Peck Riley is a railroadin' fool—
"Oo-oo! Oo-oo! Oo-oo!"
On the Cannon Ball!

Lookit folks a-runnin'
To the windows and the doors!
Lookit folks a-lockin' up
The stables and the stores—
"Oo-oo! Oo-oo! Oo-oo!"
Everybody knows
When that whistle blows
That a railroad man is a-comin' home—
Comin' on the Cannon Ball!

Do you hear that bell a-ringin'
'Way up the yards—
'Way up the yards?
Do you see that switch-light swingin'?
"Oo-oo! Oo-oo! Oo-oo!"
That's the Cannon Ball!
Lookit Mizzus Riley grab her bonnet and her shawl—
Hurries to the corner when she hears the whistle call:
"Oo-oo! Oo-oo! Oo-oo!"
It's the Cannon Ball!

Whistle for the crossin',
And a whistle for the switch—
Whistle for the Mizzus
And she's knowin' which is which—
"Oo-oo! Oo-oo! Oo-oo!"
Everybody knows
When that whistle blows,
Wild Peck Riley is a-comin' home—
Comin' on the Cannon Ball!

TO THE CARDINAL

Visa M. Dickerson
Oh, gay red bird
In the treetop,
Life is a hey-day
For you, is it not?
Flash of brilliant color
In the August sun,
Making summer brighter
'Til the day is done.
Just a little friendly
Mixed with much that's sky;

Loving distant shade trees
Sometimes coming nigh.
Perched outside my window,
Bolden when you see
Nothing wants to harm you
In your leafy tree.
Truly a regal crest
Gives you quite an air;
And among the other birds
You are passing fair.
Oh, happy red bird,
Sing your merry song,
Making sunshine brighter
Thru the whole day long.

PARENTS WORTH HAVING

My father and mother can never be beat—
They're the nicest that ever were made;
They remember the fun of the time they were young,
And all the games that they played.
And better than all, they join in our play,
Yes, really and truly they do!
Every night after dinner till bedtime has come,
There's Willie and Burton and Prue,
And Alice—that's me—and my father and mother,
Enough for some royal good fun.
We play Blind Man's Buff and Hide and Go Seek,
You should see how my mother can run!
They don't either one of them mind being "it,"
And they always are awfully fair;
But none of us think the game's any fun
Unless all the players are "square,"
And every new game we teach father and mother—
They teach all the old ones to us;
So we romp and we play, big and little together,
With never a sign of a fuss.
But sometimes a stranger man comes to our plays—
He creeps in so quiet and still
That we don't know he's here till we hear a deep sigh
From our littlest one—that is Will.
Then we know that the Sandman has joined in our play
And is trying to put us to sleep!
Then father and mother both kiss us "good night,"
And away into Dreamland we creep.

—Selected.

A CHILD WENT FORTH

There was a child went forth every day;
And the first object he looked upon, that object he
became;
And that object became a part of him for the day, or
a certain part of the day, or for many years, or
stretching cycles of years.
The early lilacs became a part of this child,
And the grass, and the white and red morning-glories,
and the white and red clover, and the song of the
phoebe-bird,
And the third-month lambs, and the sow's pink-faint
litter, and the mare's foal, and the cow's calf,
And the noisy brood of the barnyard
And the apple trees covered with blossoms, and the
fruit afterward, and wood-berries, and the com-
monest weeds by the road;
And the school mistress that pass'd on her way to the
school,
The village on the highland seen from afar at sunset—
the river between.
Shadows, aureola, and mist, the light falling on roofs,
and gables of white or brown, three miles
off,
These became a part of that child who went forth every
day, and who now goes, and will always go forth
every day.
—Walt Whitman.

NEWS NOTES OF INTEREST.

The formal celebration of the golden jubilee of the episcopacy of Cardinal Gibbons will be held in the latter part of October, in the Cathedral in Baltimore, when hundreds of priests and prelates from this and foreign countries, members of religious orders and congregations, students, seminarians and distinguished laymen will assist in the festivities.

Patriotism and the desire to do something that will aid in winning the war has led the Sisters of the Ursuline Convent at Alton, Ill., to offer their entire convent as a home for munition workers. Housing facilities in Alton have been very poor this year and it has been almost impossible to provide homes enough to care for the many workers needed in order to fill government contracts.

Reports from Fort Sheridan are to the effect that the work of the Dubuque cadets was up to a high standard. Lieutenant Dawson, U. S. A., to whom is due the creditable showing of the cadets at Fort Sheridan, will continue at the head of the military department of Dubuque College during the coming scholastic year.

In recognition of the demands of organized business for men who combine academic education with a technical and practical training, in the sciences underlying business, the Catholic University of America offers a two years' course of professional grade in Accountancy and Business Administration. Students who complete the two years' course will receive a certificate in Accountancy.

The teachers of the Catholic and public schools of the diocese of Brooklyn, banded together under the presidency of the Bishop, Right Rev. Charles F. McDonnell, D.D., have founded a scholarship in the Cathedral of the Immaculate Conception College, Brooklyn, a preparatory seminary for clerical students.

At their college in Washington, the Jesuit Fathers have opened, at the request of the Government, a school of aviation. Rev. Father Summers, S.J., professor of Physics in the Catholic University, in charge.

After many delays and much anxious waiting at Chaminade College, Clayton, Mo., the Brothers of Mary received from overseas a beautiful Carrara marble statue of the founder of their society, Very Rev. William Joseph Chaminade.

Ceremonies of unveiling the statue were held at the Clayton institution in July. Very Rev. Dr. Ryan, C.M., president of Kendrick Seminary, delivered the discourse for the occasion.

After teaching in the Conejos (Col.) public school for forty-two terms, the Colorado Sisters of Loretto have decided to give it up. The unsanitary condition of the convent and inability to build is the reason. The public school officials expressed the deepest regret at losing them and the citizens of the town consider it as little short of a calamity. Conejos is a Catholic town. This explains why it was possible to have a public school taught by Sisters wearing their religious garb. The Conejos public school was the only one in Colorado taught by Sisters.

The Catholic Bulletin, of Peking, announces that four Sisters of Charity have been decorated by the President of the Chinese Republic in recognition of services rendered him at St. Michael's hospital, when, pursued by revolutionists, he was in great danger of his life.

Upon the invitation of the Rt. Rev. J. Chartrand, Bishop of Indianapolis, Ind., Notre Dame University will open a new high school for the boys at Indianapolis in September. Brother Bernard, C.S.C., former superior of the Sacred Heart College at Watertown, Wis., was appointed superior of the new school. The other two members of the Holy Cross congregation who will assist Brother Bernard at the new school are Brothers Austin and Anthony.

The Oblate Fathers of the Canadian Province have purchased ninety acres of land near Round Hills, and will erect a college and seminary. They will also have charge of the parishes in Mondovi, Breckett, Rock Falls and Arkansas, and the Polish parish in Fairchild.

The Missionary Sisters of the Sacred Heart, Chicago, inherit \$241,000, according to the wills of Frances X. Cabrini and Tersilla Vallisneri, both deceased members of the Order. The Sisters of the Sacred Heart have charge of the Columbus Memorial Hospital.

His Eminence Cardinal Archbishop Amette of Paris, has turned over to the Knights of Columbus the free use of any school buildings they may need in any part of France for the furtherance of their social, religious or other war work.

The new directory of the Creighton College of Medicine, Omaha, will show that more than 30 per cent. of the entire number of graduates of that institution are now on the active list of the army and navy.

The Rev. Joseph E. Bourget, chaplain of St. Bernard's hospital, Chicago, has been appointed by Archbishop Mundelein, as organist of the Holy Name Cathedral and musical rector of the archdiocese.

Miss Mary Elizabeth Prim of Boston, with her story, "Three Squares a Day," won the short story contest of the Catholic Press association. She will be given a gold medal and \$100.

In appreciation of the courtesy and generosity of the rector of the Catholic University of America in giving the Federal authorities the use of the splendid buildings and grounds of the world-renowned institution at Washington, D. C., the Right Rev. Thomas J. Shahan, D.D., S.T.D., J.U.L., LL.D., has been presented with a Commander's sword.

The Catholic Students' Mission Crusade, intended to form a working union of all Catholic students in the U. S. (estimated to be between two and three million in number), was organized July 27, at St. Mary Mission House, Techny, Ill. One hundred prelates, priests and laymen—representing thirty colleges and universities, and eight religious Orders and missionary propaganda societies—attended the meetings.

How best to serve their schools and Catholic education as well as the splendid story of their contribution to Catholic war activities occupied the attention of the alumnae of the high schools and college of the Sisters of Charity, B. V. M., at their fourth biennial convention in Council Bluffs, Iowa, August 24 to 27.

It is worthy of note that among the many Sisters receiving degrees from the Catholic University this year was Sister Mary Agnes, of the Cincinnati Sister of Charity. After fifty years of faithful service in the religious life, Sister Mary Agnes comes as a student to the Sisters' College, writes a book that has attracted the favorable notice of distinguished scholars in Europe and America, and returns to her community with the highest of university degrees—the Doctorate of Philosophy.

Marquette university, which has been designated by the government to train student officers for the coming school year under the new army training corps, has about 1,000 male students who will be eligible for the new unit. The school has already sent about forty students and instructors to the fourth officers' training camp at Fort Sheridan.

Over one hundred free scholarships in the new school of agriculture at Notre Dame University, recently donated by prominent people, will soon be awarded to the two successful young men in every state writing the best articles on subjects pertaining to agriculture. The scholarships are for the full course of four years.

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If you prefer a silk flag, we will furnish a FOUR FOOT U. S. Silk Flag, mounted on staff with gilt spear, or give you a set of ALLIES' FLAGS as desired.

We also supply large framed pictures of Washington, Lincoln, Grant, Wilson, and other noted men for the sale of a gross of pencils.

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Our flags are all fast color, sewed stars and sewed stripes, full number of stars double stitched seams, canvas headings and metal grommets, suitable for indoor or outdoor use.

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"The Flag arrived yesterday to the delight of all concerned. It is Beautiful! All feel more than repaid for their labor of selling the pencils. Thanking you and wishing you success". Sacred Heart Convent, Whiting, Indiana.

"We received the picture and are highly pleased with it". Sisters of the Precious Blood, Fort Recovery, Ohio.

"The flags have been received. They will prove quite an acquisition to our school room decoration". Mount Saint Joseph School, Augusta, Georgia.

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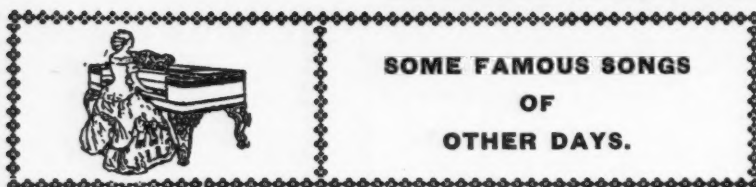
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YANKEE DOODLE.

When the Revolutionary War began, the colonists had no national hymn. We are told that during the French and Indian War a Dr. Richard Shackburg in a spirit of derision gave to the poorly clad and awkward colonial soldiers the words and music of "Yankee Doodle," telling them it was a fine martial tune. When they played it the British were greatly amused. Twenty years after these same militiamen marched to victory at Lexington to this much derided tune, while their British teachers skulked behind fences or sought refuge in retreat. And five years after this Cornwallis marched to the same tune at Yorktown to surrender his sword and his army to General Washington. This tune, given in derision, had become the battle hymn of the new republic and whenever, since that time, the life of the nation has been imperiled, its well known strains have aroused the people whom it freed, to the defense of their homes and their country.

Little is known of the history of the tune or of the origin of its name. No doubt it is several hundred years old, but authorities disagree as to its origin.

Fath'r and I went down to camp,
Along with Captain Good-in,
And there we saw the men and boys
As thick as hasty puddin'.

And there we see a thousand men,
As rich as Squire David;
And what they wasted ev'ry day,
I wish it could be saved.

And there was Captain Washington
Upon a slapping stallion,
A-giving orders to his men;
I guess there was a million.

And then the feathers on his hat,
They looked so very fine, ah!
I wanted peck-ily to get
To give to my Femima.

And there I see a swamping gun,
Large as a log of maple,
Upon a mighty little cart;
A load for father's cattle.

And every time they fired it off,
It took a horn of powder;
It made a noise like father's gun,
Only a nation louder.

And there I see a little keg,
Its head all made of leather,
They knocked upon't with little sticks,
To call the folks together.

And Cap'n Davis had a gun,
He kind o' clapt his hand on't
And stuck a crooked stabbing-iron
Upon the little end on't

The troopers, too, would gallop up
And fire right in our faces;
It scared me almost half to death
To see them run such races.

It scared me so I hooked it off,
Nor stopped, as I remember,
Nor turned about till I got home,
Locked up in mother's chamber.

CHORUS:

Yankee Doodle keep it up,
Yankee Doodle dandy,
Mind the music and the step,
And with the girls be handy.

Reports of Some Summer Institutes.

Twenty states and eleven foreign countries were represented in the enrollment at the Summer School at Notre Dame University, the enrollment being 233.

The larger part of the students are teachers, at least 132 being of that profession.

The larger classes are those in education, although classes in English, foreign languages, especially French and Spanish, Economics and Journalism are well attended. One class of particular interest is that in oil painting.

Among those who took the special course in agriculture at Ontario Agricultural College with the teachers were more than twenty-five teaching Sisters from the various Catholic convents in western Ontario. They come from Hamilton, London, Windsor, Chatham and other places, and are preparing themselves to teach agriculture in the convents. This is the first time the Sisters have attended this school.

The College of St. Teresa, Winona, Minn., closed the most successful summer school in its history. Two hundred and fifty-one students were enrolled in the college and normal sections. Two hundred and forty-eight of the students were Sisters from Minnesota, Ohio, Iowa, the Dakotas and Wisconsin. Ninety-nine Sisters passed the state examinations for state teachers' certificates.

The summer school closed with an institute conducted by the Right Rev. Patrick Richard Heffron, D.D., Bishop of the diocese. A tentative high school course was submitted to the assembled teachers of the diocese. The diocesan commission that prepared the elementary course two years ago and the high school course last year will work for the coming year on the problem of school building and equipment.

To discuss educational policies and to establish uniformity in all the American Benedictine colleges, delegates from Benedictine colleges were

in session at St. Vincent's college, at Beatty, Pa., recently. Directors or leading professors in the colleges compose the membership of this body.

The Rt. Rev. Ernest Hehnstetter, O.S.B., Abbot of St. Mary's Abbey at Newark, N. J., presided. Important educational matters as related to the Benedictine colleges in the New World was considered. In the Benedictine colleges are enrolled upwards of 5,000 students.

At St. Vincent's Archabbey church, the visiting Benedictine educators joined with St. Vincent's chapter in the celebration of the 1,438th anniversary of the founding of the Benedictine order of Monks.

The sixth summer session of the Creighton University had an enrollment of 227 students. One of the notable features of the year was the large number of applicants for the Master's degree. Many of these had taken their Bachelor's degree in other institutions. Nineteen States and Canada were represented among the students and almost twenty Religious Congregations had members enrolled in the various courses. As an additional educational and recreational feature select moving pictures were displayed on Mondays and Fridays.

1918 Session N. E. A. Convention.

The fifty-sixth annual convention of the National Education Association, held at Pittsburgh, June 29 to July 6, was in the nature of a great revival. Thrift, higher salaries for teachers, adequate teacher training, Americanization, the co-ordination of war service in the schools, the creation of a National Department of Education, health and recreation, and training for all forms of national service, were keynote of the meeting.

One suggested plan to meet the country-wide shortage of teachers in the fall was to conscript married women with teaching experience.

The Convention declared itself in favor of Women's Suffrage, for the Federal Prohibition Amendment, and for teaching all subjects in the public schools in the English language.

THE COLLEGE OF SAINT TERESA, Winona, Minnesota

Surveyed by the National Bureau of Education, 1915. Holds membership in the North Central Association of Colleges. Standard degree courses in Arts and Science leading to the degrees of Bachelor of Arts and Bachelor of Science. Special Emergency courses to meet war-time needs given at the request of the Government.

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Beginning in September a professional course in Nursing will be opened. Entrance requirement for the College Service Course in Nursing will be a Bachelor's degree in Arts or Science.

One of the three standardized Music Conservatories in the country is maintained in connection with the college. ADDRESS THE SECRETARY.

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Proceedings of the 15th Annual C. E. Ass'n Convention.

(Continued from Page 158)

for the Lay Apostolate." Father Garesche emphasized that Catholic college students have high duties towards their brethren who have not the true faith or who profess no faith in Jesus Christ at all.

"Ye are the salt of the earth," he declares, "and this salt must savor the moral life of the nation."

In the Conference of Provincials of Religion.

Rev. William Power, S.J., of New Orleans, La., who spoke on "Some Modern Fallacies in the Matter of Education," said:

How much more wisely has the Church taught and acted in this matter, laying it down as a great fundamental principle of pedagogics that formation of character must not only be attended to but even take precedence of all things else. With her the heart of culture is the culture of the heart, and the soul of improvement is the improvement of the soul. Make the young student, she says, like to his divine Maker in that with all his heart he loves justice and hates iniquity. Once this great principle of rectitude has taken full possession of the whole being give him the most liberal mental equipment that he can possibly receive and you have worked faithfully along the lines of true Catholic pedagogics.

Brother John Waldron, school inspector for the Society of Mary, Clayton, Mo., addressed the representatives of religious communities for women on the duties of Catholic school supervisors. He urged a wider study of educational literature and training of students to equip them for Catholic teaching.

At the general session the Rev. R. H. Smith, S. M., president of Jefferson College, Louisiana, said in part:

"We gratefully acknowledge the debt our Catholic schools owe to our country. But they have rendered in return transcendent services. They are nurseries of the purest patriotism; they stand a strong bulwark against the evils that threaten the nation, and they are, after the church itself, the surest hope of the perpetuity of the Republic and of the maintenance of its free institutions.

"The rights and the liberties on which our constitution is based have long been embodied in the teachings of the church and have often formed the basis of her actions. The ideals, morals and laws which have molded our civilization are the heritage of the Catholic Church.

"Catholic patriotism is written on every page of our country's history. The one sentiment that animates the breast of every Catholic citizen of this land is devotion to the government, the constitution and the flag. This is the patriotism that is taught in our Catholic schools, and of its sincerity our schools are now giving the strongest practical proof."

The final session of the convention on July 25 was taken up with business affairs touching the immediate future of the organization. At the close the "Star-Spangled Banner" was sung and a Te Deum chanted. A public mass meeting was held in the Civic Auditorium in the evening. Some of the ablest Catholic speakers of the nation addressed the gathering which filled the great hall to the doors. The orator was John J. Barrett of San Francisco. Rev. Francis T. Moran, D. D., Cleveland, O., delivered a splendid address on "Education and Democracy."

Loyalty and Service to God and the United States were the dominant notes of the addresses of the closing event of the convention.

Election of Officers, Catholic Educational Convention, 1918.

Honorary President—His Eminence Cardinal James Gibbons.

First Vice-President—Rev. Edward A. Pace, LL.D., Washington, D. C.

Second Vice-President—Very Rev. James A. Burns, LL.D., Washington, D. C.

Third Vice-President—Rev. Peter C. Yorke, D.D., San Francisco.

Secretary General—Rev. Francis W. Howard, LL.D., Columbus, Ohio.

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(Please read our adv. on page 177)

Attack on Parochial Schools Fails.

That the efforts of some men in Michigan, who evidently are wasting no love on parochial schools, particularly those of the Catholic denomination, have failed in their purpose, is shown by the following dispatch from Lansing:

The movement for the abolition of parochial schools throughout Michigan is dead as the result of the failure of the Wayne County Civic association to file its initiatory petitions for a constitutional amendment vote with the secretary of state before 4 o'clock Friday afternoon. This was the time set for all petitions calling for a vote on a proposed constitutional amendment.

Under the law the civic association would have had to secure at least 65,000 signers upon their petitions to qualify for a position upon the ballot.

The Wayne County Civic association has conducted an energetic campaign in behalf of its proposal to abolish parochial schools. Speakers toured the state and huge quantities of literature were distributed. The movement met with stiff opposition, especially in western Michigan, where the parochial school element is strong.

Catholic Schools Make Record.

The Catholic Schools of the diocese of Brooklyn covered themselves with glory in the recent regent's examination. "It is doubtful," says The Brooklyn Tablet, "if any higher tribute can be paid to Catholic schools than the result as announced by the State Department of Education." Eighteen thousand eight hundred and twenty papers were submitted, and 17,501 were accepted, giving the diocesan average of papers accepted 93 per cent. The record not only shows the quality of Catholic school education, but it demonstrates the efficiency of the system that exists in our diocese. Six thousand three hundred and ninety-five children from 123 Catholic elementary schools took the examination in reading, writing, spelling, English, arithmetic, geography, and U. S. history.

Teachers' Assn. Biennial Meeting.

At the close of the biennial meeting of the Catholic Teachers' association at St. Francis a resolution in support of the government was adopted.

The convention was closed by the reading of a paper on "The Introduction of Human Interest in the Study of English," by the Rev. F. J. Yealy, S.J., of Marquette. Other papers were read by Brother Jerome of Watertown and J. J. Meyer. Officers were elected as follows:

President, Rev. J. Barbian of St. Francis; vice-president, the Rev. John Kasper, New London; secretary, Joseph E. Grundl, Milwaukee; treasurer, P. P. Goelz, Bortonville, Ill.

POEMS OF UPLIFT AND CHEER.**LIFE.**

Every night and every morn
Some to misery are born;
Every morn and every night
Some are born to sweet delight;
Some are born to endless night.
Joy and woe are woven fine,
A clothing for the soul divine;
Under every grief and pine
Runs a joy with silken twine.
It is right it should be so;
Man was made for joy and woe;
And, when t'his we rightly know,
Safely through the world we go.

—William Blake.

The Catholic Poets

Joyce Kilmer.

The portrait we present herewith is reproduced from a print obtained recently from "somewhere in France", where Joyce Kilmer, the young American poet and soldier, (ranked as Sergt.), is doing his part to make "the world safe for democracy."

To a religious he writes: "We see a simple, generous race, who have suffered, through no fault of their own apparent to us, cruel wrongs. We are glad not to avenge these wrongs, but to try to prevent a recurrence of them, and the work is the more welcome to me (and to many another in this regiment) because the people among whom we now live and for whom we fight are Catholics."

The last volume edited by Mr. Kilmer, is entitled, "Dreams and Images", an anthology of English poetry by Catholics of the present century and latter part of the nineteenth. No two persons, even two poets, would agree perfectly as to what should constitute such an anthology, but he will be a capacious critic who fails to find in this garden of beautiful thought flowers refreshment, inspiration and delight.

Altho' in active service in the trenches of the warring zone, Mr. Kilmer has managed to utilize some of the brief moments of his resting spell in jotting down poetical inspirations influenced by his environment. We quote the following stanzas as an illustration of his sentiments:

Prayer of a Soldier In France.

By Sergeant Joyce Kilmer.
My shoulders ache beneath my pack,
(Lie easier, Cross, upon His back.)
I march with feet that burn and smart,
(Tread, Holy Feet, upon my heart.)
Men shout at me who may not speak,
(They scourged Thy back and smote Thy cheek.)
I may not lift a hand to clear
My eyes of salty drops that sear,
(Then shall not fickle soul forget
Thy agony of Bloody Sweat.)
My rifle hand is stiff and numb,
(From Thy pierced palm red rivers come.)
Lord, Thou didst suffer more for me,
Than all the hosts of land and sea.
So let me render back again
This millionth of Thy gift. Amen.

Late Note.

As we go to press, the sad report is received that Joyce Kilmer has made the supreme sacrifice for his country's cause. He died of wounds received in action at the front. And thus another loss is added to the innumerable list of splendid characters from every walk of life sacrificed to the awful calamity of dread war.

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Sisters of St. Joseph
Sisters of Mercy
Sisters of St. Dominic
Sisters of Notre Dame
Sisters of Ill. Order of St. Francis
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Sisters of Christian Charity
Sisters of Providence
Benedictine Sisters
Sisters of the Holy Cross
Sisters of St. Joseph of Peace
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TEACHERS' CONFERENCE HOUR
Topics of Interest and Importance

The Teacher's Biographer.

The late Samuel Butler wrote a book which by some has been considered so important as to be called nothing short of "diabolical," but which to me seems over-rated by the critics. It is called "The Way of All Flesh." I imagine, however, that school teachers will find it interesting—because it attacks them violently; and it is always interesting to be attacked! Besides, it is full of good pointers for those in charge of the young.

"O schoolmasters—if any of you read this book," says Butler, "bear in mind when any particularly timid driveling urchin is brought by his papa into your study, and you treat him with a contempt which he deserves, and afterward make his life a burden to him for years—bear in mind that it is exactly in the guise of such a boy as this that your future chronicler will appear. Never see a wretched little heavy eyed mite sitting on the edge of the chair against your study wall without saying to yourselves, 'Perhaps this boy is he who, if I am not careful, will one day tell the world what manner of man I was.'"

There is an old retired teacher in our town who is keenly remembered by scores of us who still live in the same neighborhood where we went to school. We see her occasionally on the street. We often talk of her. And I think our grown-up verdict on her is unanimous: That she was the best teacher we ever had. But to this day we are afraid of her; not in the same way as of old, perhaps—because now we are sorry for her, though we may never actually say so. But we are afraid of her and her tongue. The one thing we all remember of her was that, in school, she was so cutting and sarcastic that she fairly made her pupils curl up like dried leaves in a scorching fire. Much as we respect her, and, in the wisdom that the years have brought us, appreciate what a thorough teacher she was, there is not one of us, I am afraid, who could truthfully say that we love her. There is not one of us who would care to be her biographer.

"Speak gently, it is better far
To rule by love than fear"

is an adage that teachers may profitably keep in mind. And yet this is not to be taken as meaning that a process of mollycoddling is best for the rising generation. Far from it! The thing to achieve above all others, in the handling and disciplining of children, is that fear which is born of love: that regard which makes the child desire to please because he loves. Love is never born of fear; but there is a fear born of love that is priceless as rubies. The teacher who can kindle that salutary emotion in the hearts of his or her pupils need never shrink from the "future chronicler" against which Butler warns.

And the Christian teacher, furthermore, striving to realize that ideal relationship between himself and his pupil, will keep in mind the mighty fact that the child he trains may some day be, not only his biographer, but his judge before the Father of All. As he moulds and shapes the child's character now, with love or fear, so will that child plead for him or accuse him in the eternal reckoning.

The Ideal Teacher.

"She should not be a dyspeptic, for child life as well as plant life, is injured by sudden climatic changes; she should not be a grouch, for the learning progress should be a pleasure; she should not be unkind, if kindness she expects to teach; she should not be selfish, for the work of the teacher is unselfishness; she should not discipline father or mother, no matter how much they need it, through the child; she should not, in her class, permit the thought of compensation to influence her efforts in behalf of the child; she should not consider subject-matter more important than childhood, womanhood or manhood. She should have as a basis, a sufficient education and knowledge and understanding of and abundant love for child life. She should have vigor and hope; faith and humanity; sympathy and willingness to reach down and lift up; belief that her work is important and far reaching, and, seek improvement, not for salary increase or advancement, but that she may be the better teacher."

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HOW THE CHILD LEARNS AND GROWS.

F. J. WASHICHEK, A. B. LL. D.
Academic Dept. McGill Institute, Mobile, Ala.
(Tenth Article of the Series.)



PROF. F. J. WASHICHEK

With the opening of school, myriads of school children will enter classrooms to be educated. Each one will bring with him his own individual intellectual capacity and traits of character, representing the raw material out of which the teacher must turn out the finished product; physically, intellectually and spiritually educated boys and girls of today; intelligent, good and useful citizens of tomorrow. To make the most of their latent possibilities the teacher must not only know **what to teach** but also **how to teach** them. He will succeed or fail accordingly as he does or does

not work in harmony with sound pedagogical principles, laws, and methods of teaching wisely applied to the mental content of the child at its different stages of intellectual development.

This is but another way of saying that the successful teacher not only understands the child in the making, but also the fundamentals of the 3 M's—**mind, matter, method**—brought into fruitful relations. And of all the text books on this subject the most practical is the child himself, "the living epistle" of applied pedagogy. He alone shows us most effectively how he knows, learns and grows. To gain this important knowledge we must study the child from its very cradle where we catch the first feeble glimmer of the child's intellectual life.

This, according to the psychological and pedagogical researches of Dr. G. Stanley Hall, the foremost leader of child study in this country, is shown by the infant's **passive** but contented gaze upon bright or moving objects as early as the ninth day of its life. His interpretation of this passive stare of the baby is worthy of study. "Out of the dim, confused mass of light and shade, something probably a mere patch of brightness detached itself, and the physical mechanism of attention is called into play,—a mere reflex,—but a reflex whose psychic, affective accompaniment, tho' rudimentary, has in it the germ of future development, the first movement of that intellectual craving which more than any other endowment, differentiates one man from another in intellectual ability."

This simply means that the passive, resting stare of the baby is its first feeble attempt to "pay attention," the first sign of intellectual superiority over other babies who later made similar manifestations. It should be observed that this passive but contented and fixed stare is of a higher order than the mere aimless, wandering gaze so common to infant life, and as such is probably the first groping step toward the child's mental life.

The second step of the child's intellectual life is its **active** looking at bright, highly colored objects such as mirrors, red flowers, flags, etc., which usually occurs about the fourth or fifth week although a few cases are reported as occurring considerably earlier.

Although sight interests predominate during the first four or five month of the child's life, other senses are also called into play. As early as the first week children have been affected by sound. This is observed most commonly by the shock or rudimentary fear which causes the baby to cry when he first notices it. From the fifth to the ninth month, children take pleasure and interest in the mother's singing or piano-playing which often stops their crying. By the end of the first year they interest themselves in the rattling of a toy or the ticking of a watch.

Having passed thro' these early stages in the development of his sight and hearing, the child now begins to take interest in seeing things done. Closely connected with this is the child's insatiable desire "to do things," for at this stage his muscular sense is being developed along with his sight, hearing and feeling. He acquires some motor control of his body as contrasted with the sudden involuntary lurches of his earlier life. This muscular control gives him the power of locomotion and manipulation. He becomes extremely curious, happy and active. Every-

thing that moves interests and entertains him be it purely mechanical or living, a passing vehicle, a street car, a train or a person. He becomes interested in the dog, cat, chicken, canary and other animals even though they may cause him fear which, however, disappears through familiarity.

By the end of the first year his passive observation changes into active observation. This is shown by his discontent in merely seeing things done and his craving to do them himself. He becomes a little investigator, touching, tasting, smelling, handling whatever is within his reach. His desire to handle things having developed along with his power of locomotion, he creeps up to the work basket, coal scuttle or pan of dishes and in his investigation upsets them. So craving is his curiosity that he has no hesitancy in rummaging thro' the most orderly closets, dresser drawers, writing desks, tool chests and what not.

Investigator and experimenter that he is, in the second year he will eat dirt, worms, soap, grass, tobacco sauce, ant poison, etc., "to see how they taste" regardless of their ill-effects or the "nerves" of his mother. Between the ages of two and five years so omnivorous an animal is he that his menu is limited only by what, to use Dr. Hall's happy quotation, "can be carried to the mouth or the mouth to it."

Another phase of investigating curiosity closely akin to that of taste is the "smoking craze" which becomes prevalent among both boys and girls ranging from seven to ten years of age. According to Mr. Bell's investigation, seventy-one different things were tested for their smoking qualities prominent among which were seeds, leaves, stems, rattan and cork. While it is quite certain that imitation was largely responsible for this smoking craze, the fundamental reason for it was the children's craving to test new effects and sensations and not even the unpleasant experiences resulting from some of these tests deterred further experimentation even with lady nicotine.

Under experimental curiosity the child often becomes guilty of apparent cruelty. He will turn a turtle on its back or stick pins into baby sister "to see what they will do." Undoubtedly none of these apparent cruelties are due to cruel motives but to ignorance and the insatiable craving for knowledge which when properly directed is the first step toward scientific research.

As soon as the child can talk he passes into the questioning phase of curiosity. He asks an unlimited number of questions concerning natural and mechanical forces, Bible stories, heaven, origin and destiny of life. As already stated in previous discussions of securing and holding attention, these questions come in such forms as: What makes it rain? What makes the locomotive run? Why do soldiers kill one another in war? Why do we die? Where is Heaven? Who made God? To the child such questions mean much more than something at which adults may smile and wonder. Plainly they show that the child is thinking, reasoning out the whys and wherefores of things. To order him to "stop asking so many questions" is to crush out his intellectual life and activity, to make a fool of him and his sympathies and interests. This is indeed poor discipline in that it is no respecter of the normal intellectual craving that is within him, inviting perhaps life-long activities in every fruitful field. Far more beneficial would be some concrete answer or suggestion directing his intellectual interests and energy into gainful channels.

Between four and eight years the child reaches the height of the destructive phase of his curiosity. He breaks toys, watches, electric batteries, etc., to find out what is in them and how they work. While writing, the author's five-year-old daughter persuaded a neighbor boy to shoot a hole thro' the leather top of her doll carriage "to see if he could do it." Here again the motives are for the most part not wanton destructiveness but desire for knowledge, and many a case of so-called "naughtiness" may be exonerated from intentional misconduct on the natural well-intentioned desire to acquire knowledge.

At ten years of age the average child has a strong desire to travel. It is prompted either by his own travelling experiences, those of his friends or by the reading of such juvenile books as Gulliver's Travel's or Robinson Crusoe. Doubtless not a few of the "runaways" from home are due to this desire to travel, to see the world for the sake of knowledge and adventure.

(Continued on Page 185.)

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POOR HANDWRITING PROVES DETRIMENTAL.

The following is part of a dispatch sent out from Washington recently by one of the press associations:

"Poor handwriting of men in the military or naval service is largely responsible for a two weeks' delay of the distribution of Government checks for pay allotment and family allowances to dependents."

No single event in years, if ever, has brought home to the average American the economic necessity of good handwriting as this startling statement from the Government has brought it. Practically the entire newspaper press of the nation published as news of vital significance the facts about the delay in paying the two million soldiers and men of the navy; how the signatures and addresses which each man was obliged to write were in thousands of cases utterly illegible, and in many other thousands were difficult to decipher; how many thousands of these papers had to be sent back to the regiments for identification, and how the whole machinery of the pay department was so clogged because of bad penmanship that millions of our people, including women and children dependent upon the pay of soldiers and sailors suffered hardships.

So at last, from an unexpected source, comes an overwhelming mass of public opinion demanding better handwriting in the nation. To be sure the "business men," taken as a class, have always demanded good handwriting. But the organs of public opinion are mostly in the hands of men and women who have little knowledge of "business." The average editor or newspaper reporter uses a typewriter, and because of the inbred character of the editorial office he cannot see the millions who do not and cannot use a typewriter. It is only when a startling demonstration, like this one from our soldiers' camps comes before him that his eyes are opened to the importance of handwriting for the common people. The same psychic process goes on in the group of college and university professors.

This latest moving of public opinion is bound to affect the school officials and school teachers of the nation. School officials, dependent upon public opinion, must

keenly watch the trend of public opinion. If there has been doubt in the minds of Boards of Education, superintendents, principals, teachers, about the importance of good handwriting, this latest experience of the United States Government should clear away that doubt.

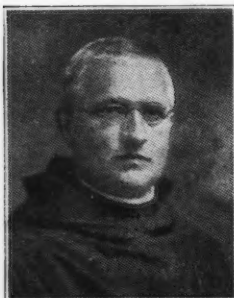
In the end it is common sense that guides mankind. It is common sense that will decide the issue of the war. It is common sense that will recognize the necessity of good handwriting for all the people of the United States, and common sense will compel the schools to produce good penmanship.

WHEN THE CHILD COMES INTO THIS WORLD.

There is then no other motive or restraint or foundation capable of sustaining the fair proportions of morality, except strong religious convictions, implanted by religious training. The child comes into this world with a bundle of selfish, sinful inclinations, and, if it is not to become a pest to society, these tendencies must be curbed and opposite habits induced. Religion alone supplies the meaning and the direction of such training. If that child asks, "Why should I be moral?" it is useless to point to the policeman; it is childish to say that morality is the decent thing, the tactful thing, the useful or polite thing. All these considerations will be swept away like a mud bank before a torrent; and passion, pleasure, self-interest, ambition will, in turn, become the guiding standards of conduct. Take away religion from the schools, and youth will grow up in ignorance of most important moral factors, and manhood will laugh to scorn the pale-faced motives your materialist suggests to induce it to virtue. On the other hand, convince the child from its earliest years of mental life that there is an incorruptible Judge, who will, in a future life, render to every man according to his works, punishing and rewarding — a Judge, too who knows all, and is no respecter of persons — and then you place before it a monitor who impels it to virtues without regard to gain or fame, who restrains it from vice without regard to civil penalties, who follows it in its every thought, word or action, in darkness and in light, in the sanctuary of conscience and of home, as well as in the arena of public life. — Rev. P. J. Sheehy.

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Development of Resonance.—
'It is not the multiplicity of exercises, but the thoughtful application of principle in the few that leads to results.' Dr. Fillebrown certainly hits the nail on the head, when in the above words he refers the teacher to a few well-chosen vocal exercises.

Resonance determines the quality and carrying power of every tone, and is therefore the most important element in the study and training of the voice. In the following article we draw freely from Dr. Fillebrown's work 'Resonance in Singing and Speaking.' The second edition of this work appeared in 1911 (Oliver Ditson, Boston). We cannot recommend this work too highly to every teacher. The voice and throat specialist have much in common. The voice, pupils must be treated like patients, with extreme care and attention. Much harm has been done and continues to be done to the delicate voices of children. The teacher must be able to diagnose the weak spots in the voice and ought to be resourceful in remedies. What we suggest here is simple and practical; common sense and experience bear out the truth of the method.

Four factors enter into the make-up of the voice: the motor (diaphragm), the generator (larynx), the resonator (mouth- and head cavities), and the articulator (tongue). The voice comes under real control as it enters into the resonance cavities. The tone is born like a tiny babe; its birth-place is the voice-box (larynx). This tiny babe is—like all babes—a most helpless thing, and should be at once taken care of. And how are we to handle that tiny thing? We must hang for it a swing in the upper mouth cavities, almost in the chimney of the nose.—Dropping the picture we say that the breath current entering the mouth cavity under vocal pressure must be gathered into a resonant bulb. This tonal bulb must be brought under control by means of the three consonants *hng*. By inserting the vowel 'u' the consonants receive a graphic shape and additional help. The consonant 'h' opens the epiglottis wide and leaves the vocal chords entirely relaxed. The vowel 'u' furnishes a cup-like resonance chamber. The 'ng', on the other hand, furnishes the sound upon which the tone is held together and resonance developed. Dr. Fillebrown remarks: 'The sound 'hng' will always place the voice in proper focus by developing the resonance of the nose and head. The thin tones of the nose will first respond to the sound, and after practice the vibrations can be felt on any part of the head and even more distinctly on the low than on the high notes. To attain this repeat the sound 'hung' times without number, prolonging the 'ng' sound at least four counts.' The purpose of this manoeuvre is to get the tone started and set free, ready for action. This action is no other than the vocalization. The breath current not gathered into a resonant body furnishes a throaty, nasal, or at all events, a poor tone; gathered into a tonal bulb, it furnishes a resonant, or what we call, a good tone. Each vowel has a resonance surface of its own, a point of compact or resistance from which it is reflected. Thus the 'ee' (Latin 'i') resounds from the solid surface back of the upper teeth; the 'oo' (Latin 'u') from the roof of the mouth; the 'oh' (Latin 'o') from the center of the mouth; the 'aw' from the throat cavity; the 'ah' (Latin 'a') from the floor of the mouth; the 'a' (Latin 'e') from the lower teeth and cavity below. The process of vocalization, then, implies a direction of breath towards the respective surfaces; this is what is called 'focusing' of tone. It stands to reason that a tone becomes good in proportion as concentration and direction of breath are good. By suspending the tone on 'ng' the breath current becomes unified and may at will—like a rubber ball—be hurled at any point of compact. The only condition is that the initial focus, i. e. the 'ng' sound be not changed or interrupted. The sensation of nasal and head resonance must remain until the new vowel focus is reached. The only change in passing from 'ng' to 'ee' is the slight movement of the tongue required to pronounce 'ee', which must be

(Continued on Page 186.)

AN ANTHOLOGY OF CATHOLIC POETRY.

(Continued from Page 159.)

been given a worthy and fitting place in Mr. Kilmer's anthology and he well deserves it, for his work is pure gold. Among the five selections which represent the work of Daly is his splendid "Ode to the Thrush." This poem truly would do credit to the great masters of song—Wordsworth, Shelley, Keats or Tennyson. Here are some lines of Daly on "The Poet" worth reproducing from the Anthology:

"The true poet is not one
Whose golden fancies fuse and run
To moulded phrases, crusted o'er
With flashing gems of metaphor;
Whose art, responsive to his will
Makes voluble the thoughts that fill
The cultured windings of his brain
Yet takes no soundings of the pain
The joy, the yearnings of the heart
Untrammelled by the bonds of art.
O! poet truer far than he
Is such a one as you may be
When in the quiet night you keep
Mute vigil on the marge of sleep."

Father Tabb, an Elizabethan poet in fancy beauty and conceits has contributed five poems to "Dreams and Images." Father Tabb's work is very unique—very individual. He is, unlike any other American poet, though something of the delicacy of his artistry abides in Thomas Bailey Aldrich. Everyone is conversant with this little gem, so Tabb-like in its conception:

"A little Boy of heavenly birth
But far from home today
Comes down to find His ball, the Earth,
That Sin has cast away.
O comrades, let us one and all
Join in to get Him back His ball!"

Cardinal Newman's poetic work is represented in the Anthology by five poems, among which is found his tender and spiritual lines "The Pillar of the Cloud," better known as "Lead, kindly Light." Of course, the greatest poetic conception wrought out in verse by the heart and hand of Newman in his "Dream of Gerontius," perhaps the deepest, most subtle and most truly spiritual poem ever given the world since the sad Florentine in exile gave us his sublime vision and trilogy of the Divine Comedy.

James Jeffrey Roche, one of the best of our American balladists, and a wit and humorist both keen and subtle, is credited with four poems in "Dreams and Images," and the learned Dr. Conde Pallen, philosophical essayist and master of far reaches of thought, is represented by three poems. The late Charles Warren Stoddard steeped in the sunset glow and color of California, contributes three poems to the Anthology, the most beautiful of which unquestionably is "The Bells of San Gabriel."

The work of Notre Dame University, where poetic fires have been ever kept burning, finds creditable representation in Rev. Dr. O'Donnell, C.S.C., who is now a chaplain overseas, Rev. Father Carroll, C.S.C., and Speer Strahan, C.S.C., whose work is full of promise. It is somewhat unusual to give so large a place to a young student such as Mr. Strahan, who has as yet been known only through his verse in college periodicals, but his splendid graduation poem, read at the Diamond Jubilee of Notre Dame last summer, really entitles him to this recognition. Father O'Donnell and Mr. Strahan are each represented by three poems.

Dr. Thomas Walsh is represented by two poems, both in blank verse full of classical finish and faultless technique, but we must confess that we like Dr. Walsh best where he is most lyrical and where the note of feeling enters his work.

The Irish coterie of today—those great souls who have loved Ireland, not wisely, but too well, are represented by poems from that idealist, P. H. Pearse, and Joseph M. Plunkett. Here is Pearse's poem "Ideal", as translated from the Irish by Thomas MacDonagh:

"Naked I saw thee O beauty of beauty! And I blinded my eyes For fear I should flinch.	I blinded my eyes, And in veils I shut, I hardened my heart And my love I quenched.
I heard thy music O sweetness of sweetness! And I shut my ears For fear I should fall.	I turned my back On the dream I had shaped, And to this road before me My face I turned.
I kissed thy lips, O sweetness of sweetness! And I hardened my heart For fear of my ruin.	I set my face, To the road here before me, To the work that I see To the death I shall meet."

Many other names appear in this valuable Anthology of Catholic Poetry, but space will not permit their mention.

HEALTH HINTS.

Playgrounds Help Conserve Health.

The successful worker must have the spirit of play in his heart, and the successful man is only a boy with a man's experience. He must have the zest, the devotion, the spirit of comradeship, the capacity for self-forgetfulness, the boy's wholesome outlook upon life, if he is to do a man's work in the world. How are we to save civilization from being caught in its own toils? How are we to preserve childhood from being too early drawn into the contests of life? How are we in our great urban population to make possible the spirit of play, the opportunities for childish sports which are essential to the development of normal manhood and womanhood? To the solution of that problem you are devoting your study with no little measure of success already attained. I cannot aid you by experience or suggestion, but I bid you godspeed from the bottom of my heart.

We want play—simply play, for the children of our great cities. Those who are fortunate enough to live in the country have in their own homes the playground. The orchard, the meadow, the brook, the swimming pool, the near-by wood, constitute the never-failing source for gratifying the appetites, the normal appetites, of childhood in the country. And with what feeling akin to despair do we look upon the growing thousands teeming in the congested quarters of our cities, with the slight opportunities of the roadway to take the place of the open country!

We do not think of them in their early years alone, but we look forward to the time when they come to play the parts of men and women in the world, and we wonder what is to be the future. Is their experience of life merely to be that of the hard taskmaster, the struggle for bare existence? Is the growing feeling of discontent to be accentuated and increased because of abnormal deprivation?

We want playgrounds for children in order that we may conserve the health of our people. A great deal is being done in these days to protect us against the spread of disease. We are fighting with intelligence and with new-found zeal the great white plague, but the dread disease of tuberculosis must be successfully fought by developing stamina, physical strength, through exercise in all the physical activities. We must nourish that strength in childhood. We do not want simply hospitals for millions and notices giving instructions to those who are unfamiliar with necessary precaution. We want to save the health of our children, and thereby nurture a strong, well-favored community. That is the logical way to keep out disease.—Prof. Charles E. Hughes.

Athletic Badge Tests.

Realizing the need for a standardized test of physical efficiency, the Playground and Recreation Association of America decided upon athletic badge tests for the boys and girls of America which would tend toward all round development and which might be given uniformly in every state in the Union and in rural districts and cities alike. A committee of experts on physical training from different parts of the country was appointed to draw up a series of athletic events which would be interesting as well as effective in establishing fair standards of physical efficiency. An outline of the tests will be furnished upon application.

Preparedness in the Schoolroom.

In considering ideal conditions in the schoolroom that tend to the prevention of sickness and accident, it is but a step away to dwell for a moment on what is first to be thought of when such complications arise in school. It is a wise thing for a teacher to know what to do and what not to do,—to know her own real limitations.

Ordinarily if "a little knowledge is a dangerous thing," then a little knowledge of medicine and surgery is doubly dangerous; but in the government of hundreds of children gathered under one roof and engaged at times in rough games, accidents are sure to occur and the teacher is always the first one to look to in such emergencies. The same applies with equal force to the minor ailments of children during the school hours.

With sickness the teacher may use such natural means as her knowledge directs, like applications of hot or cold water, vigorous rubbing, recumbent posture, or removal to a quiet room, but she should never use medicines with any of the pupils. The giving of medicine is entirely beyond her province, and though always done with good intent may sometimes lead to unpleasant complications.

HOW THE CHILD LEARNS AND GROWS.

(Continued from Page 182.)

But what has all this study and knowledge of child life to do with education? Everything. It shows how the child's powers develop, it reveals the different successive stages of that development; it points out what powers are active at each stage.

Thro' this insight into the child's intellectual powers and activities, the teacher is better able to adapt his teaching and training to the pupil's capacities, to follow the correct order in educating.

Even the casual observer of children if asked "what is most like yet most unlike God?" would with Dr. Taylor answer "The babe in the cradle." Spiritually he is "the image and likeness of God," intellectually he is a "big blooming, buzzing Confusion," receiving chaotic, meaningless impressions from the outside world only thro' his senses. Gradually he perceives certain concrete experiences of pleasure and pain. In the literature of pedagogy he is in the **perceptive stage** of his development and has a certain rudimentary perception or knowledge of things as a whole but has no idea of them in all their parts and relations. Neither does he know the hows, whys and wherefores of things. Asked what is a lighted match, the intelligent two-year-old will answer promptly "fire" but he certainly knows nothing of the physics and chemistry of it. To attempt to teach the science of such a phenomena to a child in the perceptive stage which extends from birth to about the 6th year would be futile because the child could not comprehend such teaching. His education is confined chiefly to sense perception, co-ordination of mind and hand, the kindergarten and first primary subjects.

Neither could the child fully comprehend the scientific meaning of the lighted match even, in the **conceptive stage** of his development which extends from about the 6th to the 14th year, at which time the child attends the elementary school. At this age memory is the predominating intellectual faculty, the child not only acquires knowledge readily but retains it tenaciously. This is the time to store the mind to learn definitions, tables and languages.

The imagination, too, is extremely active, the child changes percepts into concepts and plays with them; his toy wagon containing a few jackstones is the expressman's truck loaded with trunks, a few castaway carpets fastened together constitute the Indians wigwams, a few broken dishes the little girl's fine china set, a bundle of rags her baby. Hardly have a few children assembled when they play "mamma and children," "school," "store," "horse," etc., reproducing in their imagination all the scenes and activities true to workaday life.

It would be unwise indeed to reprove them for their childish play, to try to put old heads on young shoulders at this stage for surely an Allwise Creator made no mistake in causing them to develop in this way. Far better would it be to enter into the spirit of their idealistic play. Thus only can we really know the child and seal the bond of friendship between him and his teacher.

Moreover this is the best time to train the imagination for its highest use, the shaping of ideals of what one ought to do and be since in the imagination the child is free to arrange and apply things as he will, untrammelled by stern realities.

This is preeminently the **formative period** of the child's life when we can fasten upon him most securely habits of industry, politeness, cleanliness and piety by obedience to properly constituted authority rather than by moral suasion.

Lastly the child enters upon the **reflective stage** of his development extending from about the 14th year thro' adolescence to maturity. It is the high school and college age characterized physically by rapid growth, mentally by the development of emotions and sentiments widening into social instincts.

Interest now brings far better results than the drill and formal discipline of earlier years. "The idle curiosity of childhood," says Dr. Bagley, "becomes a deeply seated love of knowing for the sake of knowing The broad conceptions of science, the comprehensive movements of history, the critical interpretation of literature are thoroughly in place." The youth now becomes a reasoner rather than an imitator, he longs to see things in the abstract rather than in the concrete. He can interpret causes, effects and hidden relations; he can now comprehend scientifically the burning of the match as being the chemical combination of carbon and oxygen, occasioned by the friction which ignited the phosphorus combined with some good oxidizing agent like potassium chlorate. He can appreciate that the ground glass in the matchhead only serves to increase the friction; that the glue holds the materials together and keeps the phosphorus from oxidizing in the air; that the friction generates enough heat to ignite the paraffine, the burning of which raises the wood to the kindling temperature.

Summarizing the child's intellectual capacity as its successive stages we may draw the following conclusion as the best and surest form of effective, economical teaching:

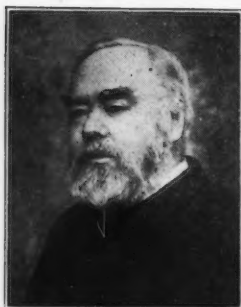
Develop those powers which are conspicuously active at the child's natural stage of development. Appealing to powers comparatively dormant is stupefying, wasteful and unfruitful, particularly when we require the child to reflect and reason logically and abstractly when he is entirely unable to do so. We must meet him on his own level. Teaching above him is as Dr. Hewett pointedly says, like hoeing above potatoes not yet up and utterly neglecting the beans already about to be smothered by weeds.

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THE OPPOSITION TO PARISH SCHOOLS.

By the Rev. Thomas McMillan, C.S.P.,
(Paulist Fathers) New York City.



REV. THOMAS McMILLAN

By a native son of Michigan I am informed that the recent attempt in that state to obstruct the progress of Parish Schools was organized chiefly by Orangemen transplanted from Canada. From the same source, the Orange Lodges, came the falsifications regarding Catholic educational work which confused the minds of well disposed delegates to the New York Constitutional Convention, held in the year 1894. Some of these delegates informed the present writer that Catholics were partly to blame for inactivity in defending their own case. There was no publicity bureau standing guard to preserve the channels of public information free from pollution. In other words, it was suggested that public officials and law-makers should be able to get easily the bottom facts—concerning disputed questions, and this can be done by personal interviews, but chiefly by judicious pamphlets sent gratis to all whom it may concern. Such a pamphlet was prepared, entitled "The Parish Schools of New York", chiefly compiled from the Catholic Directory, giving the name of every priest in charge of a school, the numbers of pupils, and the exact location in town and county. It was mailed to every official connected with the State Educational Department, to every newspaper and public official. This required the work of a central committee and a generous expenditure of money.

The average member of any state legislature needs to be assured that the Parish School is a factor in public education, and should not be ranked as a private enterprise with social distinctions in favor of the wealthy. With few exceptions, where an endowment fund may exist, the Parish Schools are founded and supported by the common people, using their undeniable right to provide for the religious and secular education of their children. This right is exercised by educational societies, formed within parish boundaries. The citizens who form these societies, aided by their pastors, are sincerely devoted to the public welfare, and quickly resent any imputation against their patriotism. They demand for their children definite and dogmatic religious instruction for which they generously supply the funds, because the teaching of religion is not within the power of the American State, neither can the public funds be used in aid or in maintenance of any particular religious belief. The fine buildings erected in this way by voluntary association lessen the amount of local taxation, and supply an effective antidote to false socialistic theories, which is an immense advantage to the state. Public thanks are given to other citizens for gifts representing much less total expenditure, and of much less value to the public welfare. It is assumed as a starting point that the Parish Schools can and ought willingly to provide for the entire expense of imparting religious instruction. Among fair-minded citizens there has been in some places a disposition to provide compensation from the local boards of education for the Parish Schools to assist in the teaching of the secular studies prescribed for citizenship. Between Church and State the present relations could be continued without friction. Payment for results following public examination would be strictly limited to the secular studies. The state is within its own sphere when it pays for the teaching of arithmetic or other similar studies.

Dr. Orestes A. Brownson was in early life a prominent figure in the intellectual world of Boston, well acquainted with Daniel Webster, and like him a profound student of the American Constitution. Brownson's monumental book of this subject is quite equal to anything ever produced by Webster. It was the hope of Dr. Brownson that American citizens would get into harmonious relations in regard to their theories of public education. By request of Father Hecker he wrote an article for the Catholic World, April, 1870, from which the following passage is taken:

"We wish to save the (public school) system by simply removing what it contains repugnant to the Catholic conscience—not to destroy it or lessen its influence. We are

decidedly in favor of free public schools for all the children of the land, and we hold that the property of the state should bear the burden of educating the children of the state—the two great and essential principles of the system which endear it to the hearts of the American people. Universal suffrage is a mischievous absurdity without universal education; and universal education is not practicable unless provided for at the public expense. While, then, we insist that the action of the state shall be subordinated to the law of conscience, we yet hold that it has an important part to perform, and that it is its duty, in view of the common weal, and of its own security as well as that of its citizens, to provide the means of a good common school education for all its children.....

"The state has no right to make itself a proselyting institution for or against Protestantism, for or against Catholicity. It is its business to protect us in the full and free enjoyment of our religion. . . . The case is one of conscience, and conscience is accountable to no civil tribunal. All secular authority and all secular considerations whatever must yield to conscience. In questions of conscience the law of God governs, not a plurality of voters. The state abuses its authority if it sustains the common schools as they are with a view of detaching our children from their Catholic faith and love. If Catholics cannot retain their Catholic faith and practice, and still be true, loyal, and exemplary American citizens, it must be only because Americanism is incompatible with the rights of conscience, and that would be its condemnation."

The plan of taking pains to explain the Catholic School and its mission to our fellow citizens, especially the non-Catholics, has been followed with great success by the Right Rev. Monsignor Henry A. Braun, D.D., rector of St. Agnes Church in New York City. In his declining years he has the gratification of knowing that the large endowment fund organized by his efforts will guarantee the perpetuity of his excellent Parish School. His scholarly pamphlet by the Paulist Press (120 W. 60th Street, New York City) contains an exposition of the thesis that Christian education is necessary to the stability of the state. Every teacher in a Catholic School would derive benefit from the study of his masterful argument. Bishop McDevitt has given it high commendation.

Among other historical references Monsignor Braun quotes the law of Massachusetts in the year 1789, which embodies the previous school traditions in that state. It is as follows:

"It shall be the duty of the president, professors and tutors of the University at Cambridge and of the several colleges, of all preceptors and teachers of academies and of all other instructors of youth, to exert their best endeavors to impress on the minds of children and youth committed to their care and instruction the principles of piety and justice and a sacred regard to truth; love of their country, humanity and universal benevolence; sobriety, industry, frugality, chastity, moderation and temperance; and these other virtues which are the ornaments of human society and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils as far as their ages and capacities will admit into a clear understanding of the tendency of the above-named virtues, to preserve and perfect a republican constitution and secure the blessings of liberty as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices."

The patriots who framed the law quoted above could not object to the school enactments of the Third Plenary Council of Baltimore, which were intended to safeguard the Christian virtues and train young citizens to serve God and country. The graduates of our Parish Schools in large numbers are now defending the flag of America "somewhere in France."

The early Dutch settlers in New Amsterdam were no less zealous for religion in the schools as a necessary part of public education. New York state set apart in the year 1789 certain public lands to provide revenue for gospel and school purposes. A portion of this money was assigned to St. Peter's Catholic School in 1806, the amount being determined by the number of scholars. This was done by the direct vote of the legislature at Albany. The church schools of other denominations had been sharing in this public fund for many years. When the first appropriation was made in 1789 the Catholics of New York City had no school. It is evident, therefore, that the law was not made for Catholics exclusively.

MUSIC IN CATHOLIC SCHOOLS.

(Continued from Page 184.)

a pure vowel without a trace of the preceding 'g'.

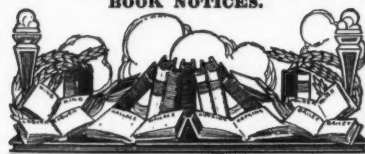
We here subjoin the preliminary exercise which is to be practiced softly on any pitch easy for the voice.

"Begin the tone quietly and continue it softly to the end. Leave stridency of tone to the locust. It is no part of a perfect tone. It never appears in the voices of the most famous singers. Those who allowed themselves to use it passed off the stage early in life." (Dr. Fillebrown.)

In passing from 'ee' to 'oo' to 'oh' and so on, do so with the least possible movement of lips and the chin. The initial sensation of nasal and head resonance must not be lost.

In Latin vocalization the sound represented by Hung-aw does not appear. For initial practice the Hung-aw renders special services; it serves as a 'throat' opener."

BOOK NOTICES.



A Soldier's Confidences With God. Spiritual Colloquies of Glosue Borsl. Translated by Rev. Pasquale Maltese. Cloth, 362 pages. Price, \$1. P. J. Kennedy & Sons, New York.

The spiritual colloquies, the intimate talks of a soul with God; the soul of a young Italian lieutenant, Glosue Borsl, who fell in battle while leading his platoon in an attack in November, 1915, are here recorded. The first thirty-five colloquies were written at home and the last eighteen at the front amid the crash of shrapnel and the thunder of guns.

A private memoranda, as it were, they were never intended by the author for publication. But records of a soldier's soul breathing the most exalted patriotism and love were too precious to be lost. Glosue Borsl's death has made his mystical writings the property of the world, which may learn from them the nobility of faith and the dignity of a consistent Christian life.

Harmony Book for Beginners. By Preston Ware Orem. Cloth, 144 pages. Price, \$1.00. Advanced temporarily 20 per cent. Theodore Presser, 1712 Chestnut street, Philadelphia, Pa.

This is a text book and writing book combined for first year work in harmony, and may be used either for class work, private work or for self instruction. The work covered includes scales, intervals, common chords, the dominant seventh chord and melody making.

The great value of the work lies in the extremely gradual and full manner in which the elements of harmony are expounded, and in the numerous examples in music type illustrative of the text, all of which are made as pleasing as possible from the musical standpoint, in order to develop taste and discrimination in the learner from the beginning.

Teaching Children to Study. By Lida E. Earhart, Ph.D. Formerly instructor in elementary education, Teachers' College, Columbia University. Cloth, 175 pages. Price, 60 cents. Houghton, Mifflin Company, Boston, New York, Chicago.

The monograph here presented is valuable in that it helps solve the problem of how to study so as to best conserve energy and get results. While it is based upon extensive investigation of classroom conditions, philosophy and psychology were also employed in formulating the rules here set forth. Rich in practical suggestions of how to attain efficiency in the self-direction of their intellectual activities, this document should greatly aid teachers in training self-reliant men and women.

An Elementary Handbook of Logic. By John J. Toohy, S.J. Cloth, 241 pages. Price, \$1.25. Schwartz, Kerwin & Fauss, 42 Barclay street, New York.

This elementary handbook is designed for use in the classroom. It does not attempt to provide a detailed explanation of the various topics as they come up for study. This has been left to the teacher whose exposition of the doctrine would probably be embarrassed and rendered less effective if his pupils were confronted with long and unnecessary comments in the text. When the justification of the author's position has made it necessary on several occasions to touch upon controverted points, this has been done in the appendix, in order not to confuse the pupil with discussions which it would be difficult for him to understand in the first weeks of study.

The Science and the Art of Teaching. By Daniel Wolford La Rue, Ph.D. Cloth, 325 pages. Price, \$1.20. American Book Company, New York, Cincinnati, Chicago.

A vision of the whole great work of education from the teacher's standpoint is here presented. The Nature of Teaching: Method and What Deter-

mines It; Method as Determined by the Nature of the Child; Method as Related to the Teacher; Teaching as Conditioned by Subject Matter, and Educational Practice as Influenced by the Educational Ideal, are all discussed in detail. Throughout the work the value of the scientific spirit in the class room is emphasized.

Shepherd My Thoughts. By Francis P. Donnelly, S.J. Cloth, 16 mo. Net, 75 cents. P. J. Kennedy & Sons, New York.

Throughout these exquisite verses of Rev. Francis Donnelly, who needs no introduction to our readers, there rings a deep religious note. Illustrative of this is the following quotation from his poems:

AS LITTLE CHILDREN.
"A child will knit his forehead like a sage
And gravely, with pursed lip, begin to con
His earliest lesson, slowly, one by one,
Spelling the words whose mysteries engage
The perplexed thoughts of his un-ripened age.
Great is the toil until the task is done,
And eye and mind, in happy unison,
Glide on along the line and down the page.
Ah! there are letters in a larger book
Which baffle older heads, which patient faith
Alone can spell. Such are untoward events,
Life, sin and sorrow. Hopefully we look
Beyond, when ripper wisdom after death
Shall read aright the page of Providence."

The Ideal Teacher. By George Herbert Palmer, Professor of Philosophy Emeritus, Harvard University. Cloth, 30 pages. Price, 40 cents. Houghton, Mifflin Company, Boston, New York, Chicago.

Ideal teaching, according to the author, is at the same time professional and artistic, socially useful and personally pleasant. It will always be a goal which we constantly approach but never reach, its approximation whetting our hunger after perfection and giving us the satisfaction of a thousand victorious adjustments in every school day. Only the man of fine qualities can enter the lists and joyously achieve. What these qualities are, how they are to be developed, and how used, will be told in this volume.

War Fact Tests for Graduation and Promotion. By William H. Allen, Director Institute for Public Service. Paper, 80 pages. Price, 24 cents. World Book Company, Yonkers-on-Hudson, New York.

This book contains in condensed form a minimum list of interesting essential war facts simply formulated and supported by explanations—the causes and aims of the conflict, the many home, state and national activities in which we are engaged, the international complications in which we are involved, and the reconstruction necessary at the close of the war, are all here outlined.

A Catechism on Catholic Foreign Missions. Published by the Society for the Propagation of the Faith, 25 Granby street, Boston, Mass.

This catechism contains elementary information on Catholic foreign missions. It is made up of simple answers to questions put to the compiler upon the occasion of his visits to the various parishes of the Boston Archdiocese in the interests of the mission. The booklet sells for 5 cents.

The Teaching of Hygiene in the Grades. By J. Mace Andress, Ph.D. Cloth, 164 pages. Price, 75 cents. Houghton, Mifflin Company, Boston, New York, Chicago.

The purpose of this book is to give teachers and school administrators some practical suggestions on the teaching of hygiene in the grades. Among the points emphasized are: (1) The value of health to the individual and to society; (2) the relative importance of hygiene in the curriculum; (3) the present unsatisfactory status of the teaching of hygiene; (4) the specific goals of the teaching of hygiene; (5) effective methods of teaching; and (6) the special health problems of both city and rural schools and their solution.

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to a competent and ready use of the dictionary and fixing the habit of consulting it, is one of the main duties that the school can perform for a student," says Dr. Suzzallo, President of University of Washington, Seattle.



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The Catechism Explained. From the original of Rev. Francis Spirago. Edited by Richard F. Clarke, S.J. Large 8 vo. 720 pages. Net, \$3.00. Mail, \$3.25. Benziger Brothers, New York. Cincinnati, Chicago.

Designed primarily for the use of the preacher, the teacher, the catechist and the family, "The Catechism Explained" is an exhaustive exposition of the Christian Religion.

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The Teacher's Health. By Lewis M. Terman, associate professor of education, Leland Stanford, Jr., University. Cloth, 133 pages. Price, 60 cents. Houghton, Mifflin Company, Boston, Chicago, New York.

The purpose of this book, as stated by the author in his preface, is to summarize and interpret the most important investigations which bear upon the hygiene of the teaching profession. It is hoped that the findings of this brief survey will contribute towards the conservation of the teacher's health by pointing out some of the sources of danger and by suggestions for a better personal hygiene; (2) that it will awake those charged with the administration of our schools to the need for further investigation and to the desirability of adopting some concerted plan of action designed to ameliorate the present rather unsatisfactory hygienic status of the profession.

Irish Lyrics and Ballads. By Rev. James B. Dollard. Cloth, 131 pages. P. J. Kennedy & Sons, New York.

In this book Father Dollard represents in poetic form the three phases of imaginative experience that come to a man of dreamy and sympathetic mind, living in Ireland. The atmosphere of strange enchantment pervading the Irish glens and hills at nighttime is reflected in the group of poems entitled "The Horns of Eifland." The charm of the Irish people themselves is interpreted in the series of poems under the heading, "In the Shadowy Glens," while lastly the places and persons celebrated in legendary lore form the inspiring theme of the poems under the heading, "The Ancient Celtic Glamour."

A Manual of Personal Hygiene. By George D. Bussey. Cloth, 156 pages, 60 cents. Ginn & Co, Boston, New York.

The object of this manual is to encourage the formation in high-school students of habits of healthful living. Among the subjects treated are how the body defends itself; the importance of pure air and ventilation; rules for eating and drinking; indigestion; sleep; exercise; bathing; care of the teeth, skin and hair; clothing for summer and winter; focal infection; treatment and prevention of colds and of consumption; defective vision; deafness; effects of tobacco; alcohol and patent medicines; bacteria; antiseptics and disinfectants; ptomaines, toxins, antitoxins and vaccines, and emergencies or first aid to the injured.

The United States Flag. By Phillip R. Dillon. Price, — cents. The American Penman, New York City.

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Applied Business Calculation by C. E. Birch, New York: The Gregg Publishing Company.

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"It is the contribution of American schools, and particularly of colleges and universities," says Teachers' Leaflet No. 2, recently issued by the Bureau of Education of the Department of the Interior, "to further the teachings of patriotism in the present emergency, and the opportunity of rendering such service has everywhere been eagerly accepted. Since, however, a number of organizations of national scope, some governmental, others privately supported, are now endeavoring to work through the schools of the country in the cause of education in patriotism, considerable confusion has arisen in the minds of school men regarding the origin and purpose of the various agencies at work. This leaflet aims to put them in touch with the material available and to describe the work of the leading organizations already in the field."

Copies of "Education in Patriotism" will be sent on application to the Commissioner of Education, Washington, D. C.

The problem of what will be done with our own wounded and disabled men is one of growing interest to the country generally. The recent bulletin of The Federal Board for Vocational Education entitled "Evolution of National Systems of Vocational Education for Disabled Soldiers" (being Bulletin No. 15), has the considerable value of timeliness, in addition to its intrinsic worth as the only complete exposition of what other nations are doing for their own, who are suffering disabilities as one of the fortunes of war.

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Gladys had red hair and the school children liked to tease her about it. The teacher, finding her almost in tears, tried to comfort her. But Gladys pouted and said: "I'll be glad when I get to be an old lady." Her teacher, puzzled, asked why she was in a hurry to grow old. "Then my old red hair will just have to turn gray," was the startling answer.

Experience the Criterion.

"Now," said the professor in the medical college, "if a person in good health, but who imagined himself sick, should send for you, what would you do?" "I," said a student, "would give him something to make him sick, and then administer an antidote." "Don't waste any more time here, young man," said the teacher, "but begin practice at once."

Arthur Protests Good Intentions.

Arthur was passing a day with his aunt. "I am going to do something to please you on your birthday," she said to the little boy, "but first I want to ask the teacher how you behave at school." "If you really want to do something to please me, auntie," said the boy, "don't ask the teacher."—Lippincott's.

Safety First.

"Now, doctor, how old do you believe I am?" said a teacher to the late Irwin Shepard, at a reception to the National Education Association. "Well," said the doctor with his unfailing courtesy, "that is a hard question. I should say that you look ten years younger than seems possible considering the teaching experience you have had."

The Best Way.

It was during the practical gardening lesson in a large London school, when the teacher was instructing the boys in the art of protecting plants from the frost. Jones was observed to be paying no attention to the master's remarks, so the instructor asked him sharply: "Now then, Jones, which is the best way to keep the March frosts from the plants?" "Plant them in April, sir," was Jones' ready reply.

A Good Turn.

"It is the duty of every one of you to make at least one person happy during the week," said the Sunday school teacher. "Have you?" "I did," said Johnny promptly. "That's nice. What did you do?" "I went to see my aunt, and she's always happy when I go home again."—Boys' Life.

Patriots.

The teacher asked: "What is a patriot?" Several hands were raised. Pointing to the blue-eyed boy with a broad smile on his face, she said: "Give us your answer." Rising, he made a courtly bow and said: "A patriot is a son of Pat."

Then the following answers were given:

"A patriot is a man who gets elected."

"A patriot is a man who stands by the party."

"A patriot is a man who goes around over the country making speeches, and who carries a flag."

"A patriot is one who buys Liberty Bonds."

"A patriot is a soldier."

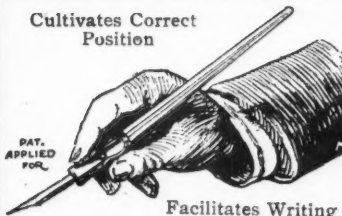
"A patriot is a mother who gives her sons to the army or navy."

Then another hand was raised and the teacher said: "Well, Fred, what is your idea of a patriot?"

"One who does well and faithfully the duties of his station, who shares his goods with the needy and cheerfully and loyally obeys the laws of his state and country."

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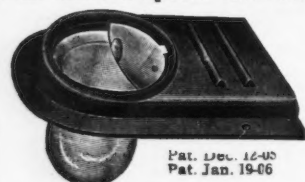
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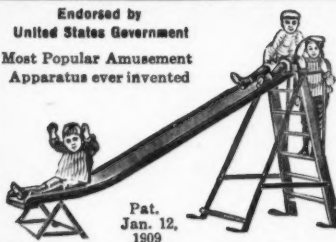
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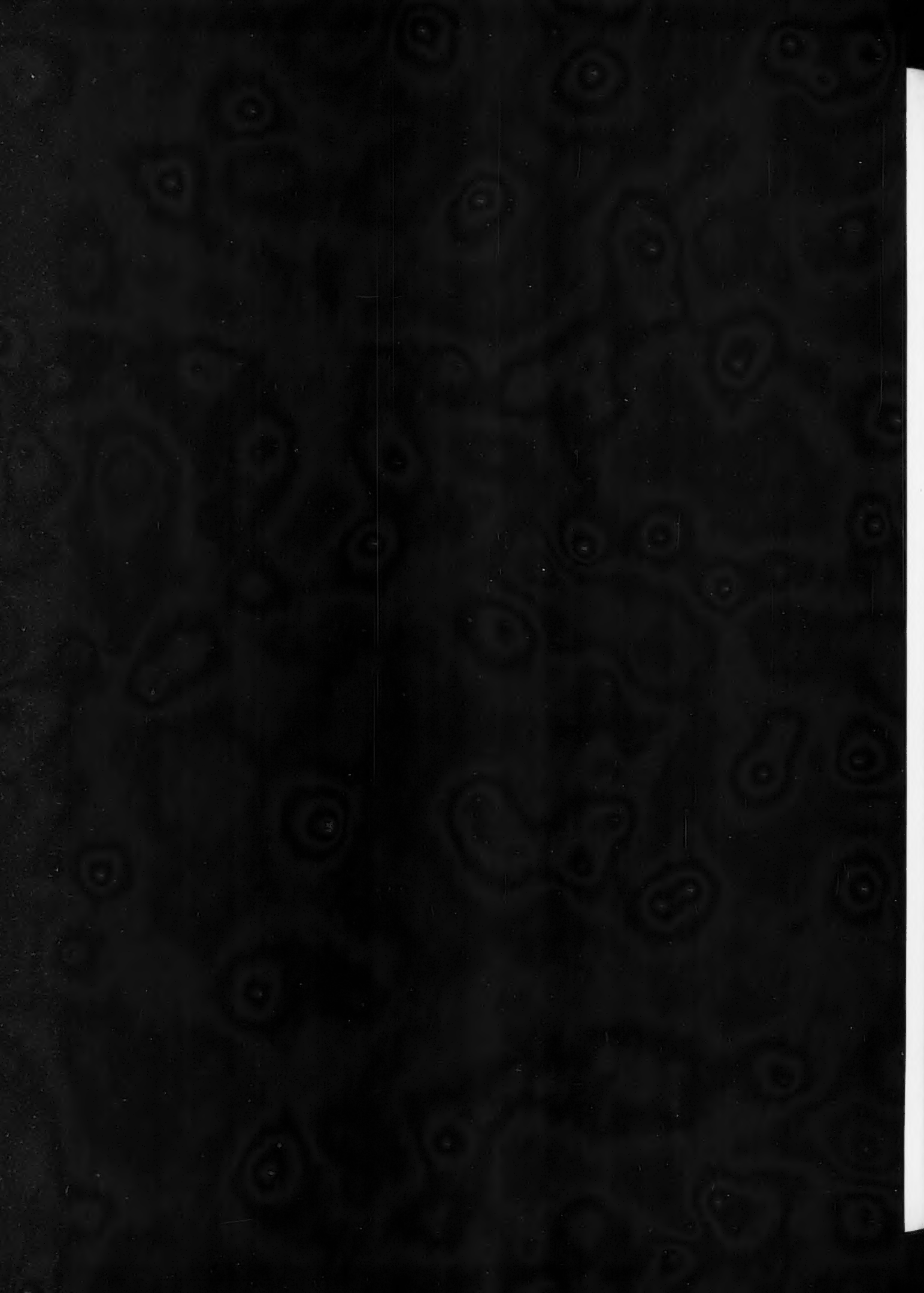
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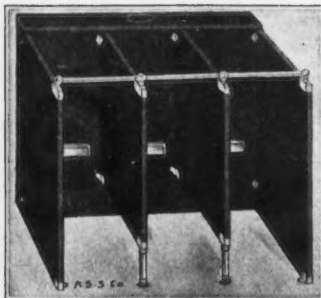
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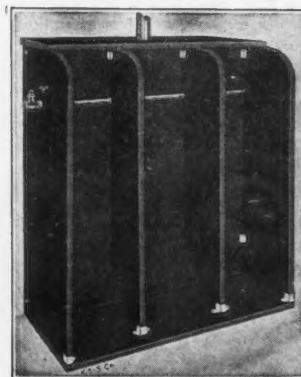
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